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Editorials

THE NEW RENAISSANCE.

WAR is not all bad. With its terrific ravages, terrible destruction and wicked viciousness, it awakens the sleeping nobility of man and arouses him to a sense of his infinite power and duty So with the recent World War; it aroused men to fight for the best and highest in life against the forces that would destroy that best and highest. It aroused the youth of the world to a sense of his duty and his part in the conduct of human affairs. This has been particularly true of European countries, where the youth has dedicated himself to the spiritual reconstruction and regeneration of his country.

While traveling in Europe last year, George D. Pratt, Jr., Foreign Secretary of the National Student Forum, was present at an International Conference at Turnon, Czecho-Slovakia. He was impressed by the fact that these students had fully realized what they might contribute to the life of their country, and were only concerned with how these contributions might best be made. Knowing that American students would benefit from the light that these students have received, the National Student Forum decided to invite six of them to visit American colleges. "The National Student Forum is a federation of American college discussion groups with no platform and no principles except freedom of speech. Its object is to encourage students to express their opinions on current problems and to help the students realize that the youth of a nation has something of value to contribute to the settlement of these problems and the culture of their country." The Forum has invited the foreign students for two purposes: (1) to tell us of the youth movements in their own country; (2) to find a basis on which the youth of their country can coöperate with the youth of ours, to develop a spiritual renaissance.

The first of the three students who are to visit Howard University is Karl Joachim Friedrich, Heidelberg student, who has studied also in Ber-

lin, Konigsberg and Leipzig. He is a member of "Freischar" and knows the German people and students thoroughly. He has worked as a farmer and a coal miner, and is intimately connected with a group of young artists who are producing beautiful and unusual wood cuts and etchings. The second is Antonin Palecek of the University of Prague, who has been studying at the Sorbonne for the past two years. He is of peasant origin, and is a friend of the great statesman and Ex-President of Czecho-Slovakia. He has worked with the Student Renaissance Movement and also with the Red Cross, which did so much for the impoverished students of his country. The third, William A. Robson, is a student at the London School of Economics. He is a member of the British Labor Party and a friend of George Bernard Shaw.

These students do not come "with a mission," nor with a diagnosis of Europe's ills and suggested cures for them. They come pleading for a new life, a new change, a complete renaissance. "It is not a matter of programs and platforms," they say; "it is a matter of the greatest change that can take place in man—a change in spirit."

We at Howard University need a spiritual renaissance. We welcome these students into our midst, into our hearts. When this tremendous Renaissance of Youth sweeps over the world, carrying all that is narrow and selfish in the old order, before it, the Negro Youth of the earth, having experienced a rebirth, will contribute his share to the spiritual regeneration of the world.

M. G. N.

EXPANSION IN MUSIC.

SIMPLY fidgeting over the piano keys, or running through a few vocalises and letting it go at that, makes up the sum of what many persons think is a musical education. All music must be interpreted through the means of the fingers, the will, the arms—but we should always hold in mind that these are only mediums. These mediums should be perfected as greatly as possible. The person who works constantly towards the perfection of these mediums and loses sight of the most essential thing in music is wasting his valuable time. We need not penetrate the mysteries of the soul very deeply to find that something came into our bodies at birth and that something will leave when our bodies reach the end. Our bodies grow and we do everything in our power to keep them strong and responsive. But what about our souls? Do we do worthy things? Do we think big thoughts? Do we strive for the noble? This world is filled with many great big fine bodies inhabited by dwarfed souls. On the other hand, we often find giant souls dwelling in weak, puny bodies. Bodies with great souls are the only truly great. If we stunt the soul, art is stiffled.

Do we find soul joy in our music or do we spend all our time exercising our muscles? Are our study hours filled with mere gymnastics or are they filled with worship of the truly great in art. The person who does not show in his face that he has passed through a soul-building experience after the performance of a great composition has not really rendered that composition and will never deliver it until his soul is educated to appreciate its beauties. Most of us are eager to develop the body and mind, but only one out of every thousand ever thinks of soul building. Every day we should play some great music with understanding, we should see some beautiful picture and dwell on its charms for a while—we should come in close communion with nature—in this way only can we ever achieve real greatness in art. R. W. T.

Special Articles

THE ETHICS OF CULTURE.*

I AM to speak to you on the ethics of culture. Because I teach the one and try to practice the other, it may perhaps be pardonable for me to think of them together, but I hope at least not to leave you without the conviction that the two are in a very vital and immediate way connected. In my judgment, the highest intellectual duty is the duty to be cultured. Ethics and culture are usually thought out of connection with each other—as, in fact, at the the very opposite poles. Particularly for our country, and the type of education which generally prevails, is this so. Quite unfortunately, it seems, duty toward the beautiful and the cultural is very generally ignored, and certainly, beauty as a motive has been taken out of morality, so that we confront beautiless duty and dutiless beauty. In an issue like this, it behooves education to try to restore the lapsing ideals of humanism, and to center more vitally in education the duty to be cultured.

It follows if there is any duty with respect to culture, that it is one of those that can only be self-imposed. No one can make you cultured, few will care whether you are or are not, for I admit that the world of today primarily demands efficiency—and further the only reward my experience can offer you for it is the heightened self-satisfaction which being or becoming cultured brings. There is, or ought to be, a story of a lad to whom some rather abstract duty was being interpreted who is said to have said, "If I only owe it to myself, why then I really don't owe it at all." Not only do I admit that culture is a duty of this sort, but I claim that this is its chief appeal and justification. The greatest challenge to the moral will is in the absence of external compulsion. This implies, young ladies and gentlemen, that I recognize your perfect right not to be cultured, if you do not really want to be, as one of those inalienable natural-born privileges which so-called "practical minded," "ordinary" Americans delight to claim and exercise. As a touch-stone for the real desire and a sincere motive, the advocates of culture would not have it otherwise.

The way in which duty comes to be involved in culture is this: culture begins in education where compulsion leaves off, whether it is the practical spur of necessity or the artificial rod of the schoolmaster. I speak to a group that has already chosen to be educated. I congratulate you upon that choice. Though you have so chosen for many motives and with very

*An address delivered in the Freshman Lecture Course for 1922-'23.

diverse reasons and purposes, I fear that education for most of you means, in last practical analysis, the necessary hardship that is involved in preparing to earn a better living, perhaps an easier living. It is just such narrowing and truncating of the conception of education, that the ideals and motives of culture are effective to remove or prevent. Education should not be so narrowly construed, for in the best sense, and indeed in the most practical sense, it means not only the fitting of the man to earn his living, but to live and to live well. It is just this latter and higher function of education, the art of living well, or, if I may so express it, of living up to the best, that the word *culture* connotes and represents. Let me offer you, if I may, a touch-stone for this idea, a sure test of its presence. Whenever and wherever there is carried into education the purpose and motive of knowing better than the practical necessities of the situation demand, whenever the pursuit of knowledge is engaged in for its own sake and for the inner satisfaction it can give, culture and the motives of culture are present. I sense immediately that you may have quite other and perhaps more authoritative notions of culture in mind. Culture has been variously and beautifully defined. But I cannot accept for the purpose I have in view even that famous definition of Matthew Arnold's, "Culture is the best that has been thought and known in the world," since it emphasizes the external rather than the internal factors of culture. Rather is it the capacity for understanding the best and most representative forms of human expression, and of expressing oneself, if not in similar creativeness, at least in appreciative reactions and in progressively responsive refinement of tastes and interests. Culture proceeds from personality to personality. To paraphrase Bacon, it is that, and only that, which can be inwardly assimilated. It follows, then, that, like wisdom, it is that which cannot be taught, but can only be learned. But here is the appeal of it, it is the self-administered part of your education, that which represents your personal index of absorption and your personal coefficient of effort.

As faulty as is the tendency to externalize culture, there is still greater error in over-intellectualizing it. Defining this aspect of education, we focus it, I think, too much merely in the mind, and project it too far into the abstract and formal. We must constantly realize that without experience, and without a medium for the absorption and transfer of experience, the mind could not develop or be developed. Culture safeguards the educative process at these two points, and stands for the training of the sensibilities and the expressional activities. Mentioning the former as the neglected aspect of American education, former President Eliot contends that, since it is the business of the senses to serve the mind, it is reciprocally the duty of the mind to serve the senses. He means that properly to train the mind involves the proper training of the sensibilities, and that, without a refinement of the channels through which our experience reaches

us, the mind cannot reach its highest development. We too often expect our senses to serve us and render nothing back to them in exchange. As a result they do not serve us half so well as they might: coarse channels make for sluggish response, hampered impetus, wastage of effort. The man of culture is the man of trained sensibilities, whose mind expresses itself in keenness of discrimination and, therefore, in cultivated interests and tastes. The level of mentality may be crowded higher for a special effort or a special pursuit, but in the long run it cannot rise much higher than the level of tastes. It is for this reason that we warrantably judge culture by manners, tastes, and the fineness of discrimination of a person's interests. The stamp of culture is, therefore, no conventional pattern, and has no stock value; it is the mould and die of a refined and completely developed personality. It is the art medallion, not the common coin.

On this very point, so necessary for the correct estimation of culture, most of the popular mistakes and misconceptions about culture enter in. Democracy and utilitarianism suspect tastes because they cannot be standardized. And if I should not find you over-interested in culture or over-sympathetic toward its ideals, it is because of these same prejudices of puritanism and materialism, which, though still typically American, are fortunately no longer representatively so. Yet it is necessary to examine and refute some of these prevalent misconceptions about culture. You have heard and will still hear culture derided as *artificial, superficial, useless, selfish, over-refined,* and *exclusive.* Let us make inquiry into the reasons for such attitudes. It is not the part of loyal advocacy to shirk the blow and attack of such criticism behind the bastions of dilettantism. Culture has its active adversaries in present-day life, indeed the normal tendencies of life today are not in the direction either of breadth or height of culture. The defense of culture is a modern chivalry, though of some hazard and proportional glory.

The criticism of culture as artificial first concerns us. In the mistaken name of naturalism, culture is charged with producing artificiality destructive of the fine original naturalness of human nature. One might as well indict civilization as a whole on this point; it, too, is artificial. But perhaps just a peculiar degree of artificiality is inveighed against—to which our response must be that it is just that very painful intermediate stage between lack of culture and wholesomeness of culture which it is the object of further culture to remove. All arts have their awkward stages; culture itself is its own cure for this. Closely associated, and touched by the same reasoning, is the argument that culture is superficial. Here we encounter the bad effect of a process undertaken in the wrong order. If the polished surface is, so to speak, the last coat of a consistently developed personality, it lends its final added charm to the total worth and effect. If, on the contrary, beginning with the superficial as well as ending with the superficial, it should be merely a veneer, then is it indeed both

culturally false and artistically deceptive. No true advocacy of an ideal involves the defense or extenuation of its defective embodiments. Rather on the contrary, culture must constantly be self-critical and discriminating, and deplore its spurious counterfeits and shallow imitations.

More pardonable, especially for our age, is the charge of uselessness. Here we need not so much the corrective of values as that of perspective. For we only need to appreciate the perennial and imperishable qualities of the products of culture to see the fallacy in such depreciation. Fortified in ideas and ideals, culture centers about the great human constants, which, though not rigidly unchangeable, are nevertheless almost as durable as those great physical constants of which science makes so much. Indeed, if we count in the progressive changes of science through discovery, these are the more constant—the most constant then of all the things in human experience. Moreover, there is their superior representativeness by which posterity judges each and every phase of human development. Through their culture products are men most adequately represented; and by their culture-fruits are they known and rated. As we widen our view from the standpoint of momentary and partial judgment, this fact becomes only too obvious.

I take seriously, and would have you, also, the charge that culture is selfish. Being unnecessarily so is to be unduly so. Yet there is a necessary internal focusing of culture because true culture must begin with self-culture. Personality, and to a limited extent character also, are integral parts of the equation. In the earlier stages of the development of culture there is pardonable concentration upon self-cultivation. Spiritual capital must be accumulated; indeed, too early spending of the meager resources of culture at an early stage results in that shallow and specious variety which means sham and pretense at the start, bankruptcy and humiliation at the finish. Do not begin to spend your mental substance prematurely. You are justified in serious self-concern and earnest self-consideration at the stage of education. And, moreover, culture, even when it is rich and mature, gives only by sharing, and moves more by magnetic attraction than by transfer of material or energy. Like light, to which it is so often compared, it radiates, and operates effectively only through being self-sufficiently maintained at its central source. Culture polarizes in self-hood.

Finally we meet the criticism of exclusiveness, over-selectness, perhaps even the extreme of snobbery. Culture, I fear, will have to plead guilty to a certain degree of this: it cannot fulfill its function otherwise. Excellence and the best can never reside in the average. Culture must develop an élité, must maintain itself upon the basis of standards that can move forward but never backwards. In the pursuit of culture one must detach himself from the crowd. Your chief handicap in this matter as young people of today is the psychology and "pull" of the crowd. Culturally

speaking, they and their point of view define vulgarity. As Professor Palmer says, "Is this not what we mean by the vulgar man? His manners are not an expression of himself, but of somebody else. Other men have obliterated him." There is no individuality in being ordinary; it is the boast of sub-mediocity. Who in the end wishes to own that composite of everybody's average qualities, so likely to be below our own par? Culture's par is always the best: one cannot be somebody with everybody's traits. If to be cultured is a duty, it is here that that element is most prominent, for it takes courage to stand out from the crowd. One must, therefore, pay a moral as well as an intellectual price for culture. It consists in this: "Dare to be different—stand out!" I know how difficult this advice will be to carry out: America's chief social crime, in spite of her boasted freedoms, is the psychology of the herd, the tyranny of the average and mediocre; in other words, the limitations upon cultural personality. Strive to overcome this for your own sake and, as Cicero would say, "for the welfare of the Republic."

I am spending too much time, I fear, in pointing out what culture is when I would rather point out the way to its attainment. I must not trespass, however, upon the provinces of my colleagues who are to interpret culture more specifically to you in terms of the art of English speech, the fine arts, and music. I content myself with the defense of culture in general, and with the opportunity it gives of explaining its two most basic aspects—the great amateur arts of personal expression—conversation and manners. These personal arts are as important as the fine arts; in my judgment, they are their foundation. For culture without personal culture is sterile—it is that insincere and hypocritical profession of the love of the beautiful which so often discredits culture in the eyes of the many. But with the products of the fine arts translating themselves back into personal refinement and cultivated sensibilities, culture realizes itself in the fullest sense, performs its true educative function and becomes a part of the vital art of living. We too often estimate culture materialistically by what has been called "the vulgar test of production." On the contrary, culture depends primarily upon the power of refined consumption and effective assimilation; it consists essentially in being cultured. Whoever would achieve this must recognize that life itself is an art, perhaps the finest of the fine arts—because it is the composite blend of them all.

However, to say this is not to commit the man of culture to hopeless dilettantism, and make him a Jack of the arts. Especially for you, who for the most part work toward very practical professional objectives and who lack as Americans of our time even a modicum of leisure, would this be impossible. But it is not necessary to trouble much about this, for, even were it possible, it would not be desirable. There are, of course, subjects which are primarily "cultural" and subjects which are not, but I am not one of those who bewail altogether the departure from the old-fashioned

classical program of education and the waning appeal of the traditional "humanities." Science, penetratingly studied, can yield as much and more culture than the humanities mechanically studied. It lies, I think, more in the point of view and the degree of intrinsic interest rather than in the special subject-matter or tradition of a subject. Nevertheless, to be sure of culture, the average student should elect some of the cultural studies; and, more important still, in his outside diversions, should cultivate a steady and active interest in one of the arts, aiming thereby to bring his mind under the quickening influence of cultural ideas and values. Not all of us can attain to creative productiveness and skill in the arts, though each of us has probably some latent artistic temperament, if it only expresses itself in love and day-dreaming. But each of us can, with a different degree of concentration according to his temperament, cultivate an intelligent appreciation of at least one of the great human arts, literature, painting, sculpture, music or what not. And if we achieve a high level of cultivated taste in one art it will affect our judgment and interest and response with respect to others.

May I at this point emphasize a peculiarly practical reason? In any community, in any nation, in any group, the level of cultural productiveness cannot rise much higher than the level of cultural consumption, cannot much outdistance the prevalent limits of taste. This is the reason why our country has not as yet come to the fore in the production of culture-goods. And as Americans we all share this handicap of the low average of cultural tastes. As educated Americans, we share also and particularly the responsibility for helping raise this average. A brilliant Englishman once characterized America as a place where everything had a price, but nothing a value, referring to the typical preference for practical and utilitarian points of view. There is a special need for a correction of this on your part. As a race group we are at the critical stage where we are releasing creative artistic talent in excess of our group ability to understand and support it. Those of us who have been concerned about our progress in the things of culture have now begun to fear as the greatest handicap the discouraging, stultifying effect upon our artistic talent of lack of appreciation from the group which it represents. The cultural par, we repeat, is always the best, and a group which expects to be judged by its best must live up to its best so that that may be truly representative. Here is our present dilemma. If the standard of cultural tastes is not rapidly raised in the generation which you represent, the natural affinities of appreciation and response will drain off, like cream, the richest products of the group, and leave the mass without the enriching quality of its finest ingredients. This is already happening: I need not cite the painful individual instances. The only remedy is the more rapid development and diffusion of culture among us.

It follows from this that it is not creditable nor your duty to allow

yourselves to be toned down to the low level of average tastes. Some of you, many of you, I hope, will be making your life's work in sections of this country and among groups that are fittingly characterized as "Saharas of culture," that know culture neither by taste nor sight. You betray your education, however, and forego the influence which as educated persons you should always exert in any community if you succumb to these influences and subside to the mediocre level of the vulgar crowd. Moreover, you will find that, like knowledge or technical skill, culture to be maintained must be constantly practiced. Just as we saw that culture was not a question of one set of subjects, but an attitude which may be carried into all, so also we must realize that it is not a matter of certain moments and situations, but the characteristic and constant reaction of a developed personality. The ideal culture is representative of the entire personality even in the slightest detail.

I recall an incident of visiting with a friend a celebrated art connoisseur for his expert judgment upon a painting. He examined with a knife and a pocket magnifying glass a corner of the canvas. I perhaps thought for a moment he was searching for a signature, but it was not the signature corner. Without further scrutiny, however, he gave us his judgment: "Gentlemen, it is not a Holbein." The master painter puts himself into every inch of his canvas, and can be told by the characteristic details as reliably, more reliably even than by general outlines. Culture likewise is every inch representative of the whole personality when it is truly perfected. This summing up of the whole in every part is the practical test which I want you to hold before yourselves in matters of culture. Among cultivated people you will be judged more by your manner of speech and deportment than by any other credentials. They are meant to bear out your training and your heritage, and more reliably than your diplomas or your pedigree will they represent you or betray you. Manners are thus the key to personal relations, as expression is the key to intellectual intercourse. One meets that element in others which is most responsively tuned to a similar element in ourselves. The best fruits of culture, then, are the responses it elicits from our human environment. And should the environment be limited or unfavorable, then, instead of compromising with it, true culture opens the treasuries of art and literature, and lives on that inheritance.

Finally I must add a word about that aspect of culture which claims that it takes several generations to produce and make the truly cultured gentleman. Exclusive, culture may and must be, but seclusive culture is obsolete. Not all that are well-born are well-bred, and it is better to be well-bred. Indeed, one cannot rest satisfied at any stage of culture: it has to be earned and re-earned, though it returns with greater increment each time. As Goethe says, "What thou hast inherited from the fathers, labor for, in order to possess it." Thus culture is inbred—but we ourselves

are its parents. With all of the possible and hoped for spread of democracy, we may say that excellence of this sort will always survive. Indeed, when all the other aristocracies have fallen, the aristocracy of talent and intellect will still stand. In fact, one suspects that eventually the most civilized way of being superior will be to excel in culture

This much, then, of the ideals of humanism must survive; the goal of education is self-culture, and one must hold it essential even for knowledge's own sake that it be transmuted into character and personality. It must have been the essential meaning of Socrates' favorite dictum—"Know thyself"—that to know, one must be a developed personality. The capacity for deep understanding is proportional to the degree of self-knowledge, and by finding and expressing one's true self, one somehow discovers the common denominator of the universe. Education without culture, therefore, ignores an important half of the final standard, "a scholar and a gentleman," which, lest it seem obsolete, let me cite in those fine modern words which former President Eliot used in conferring the arts degree, "I hereby admit you to the honorable fellowship of educated men." Culture is thus education's passport to converse and association with the best.

Moreover, personal representativeness and group achievement are in this respect identical. Ultimately a people is judged by its capacity to contribute to culture. It is to be hoped that as we progressively acquire in this energetic democracy the common means of modern civilization, we shall justify ourselves more and more, individually and collectively, by the use of them to produce culture-goods and representative types of culture. And this, so peculiarly desirable under the present handicap of social disparagement and disesteem, must be for more than personal reasons the ambition and the achievement of our educated classes. If, as we all know, we must look to education largely to win our way, we must look largely to culture to win our just reward and recognition. It is, therefore, under these circumstances something more than your personal duty to be cultured—it is one of your most direct responsibilities to your fellows, one of your most effective opportunities for group service. In presenting this defense of the ideals and aims of culture, it is my ardent hope that the Howard degree may come increasingly to stand for such things—and especially the vintage of 1926.

ALAIN LOCKE,
Professor of Philosophy.

GEOGRAPHY VITALIZED.

ONE often hears but seldom wonders why geography is called the Sickman of the curriculum. A little investigation, however, will prove that the fault is not with the patient, but with the treatment. The familiar queries of the Ezekiel Cheever Schoolmaster have wielded a great influence in stigmatizing this most social of all subjects, The Sickman. Such lifeless and purposeless questions as: What are the boundaries of Esthonia? Name the islands of the Pacific. Give the capitals of all the states in the United States. Locate Cheyenne, etc., with no thought of how these facts touch human interests or experiences, are reasons sufficient for designating geography the Sickman. Taught in this manner, geography is not merely a sickman, but indeed a dead one.

The new and vitalized geography of today is a science of relationships, a meeting place of all the sciences. It is a concrete subject whose materials and principles are immediately useful and touch human interests in an infinite number of ways. It is a study of cause and effect, of controls and responses. It deals not merely with forces which have made and sculptured the earth's surface, but with man's relation to these forces.

The following definitions of geography, though presenting a variety of expression, show the mould of opinion concerning the new geography by leading authorities:

1. Geography is the interpretation of the earth's surface and its climate and their relation to life.
2. Geography is the study of geographical environment in its relation to human activities.
3. Geography treats of the earth as the home of man.
4. Geography is a description of the surface of the earth as the home of man, etc.

In each of these definitions, emphasis is placed upon MAN'S relation to the earth and world forces. Thus the new geography, the vitalized geography, touches life situations, makes use of geographical facts in the solution of life problems, treats of life adaptations, deals with life, Life, LIFE.

Treating the subject from the standpoint of man's relation to the earth, then, lifts it out of the category of narrow, lifeless matter and classifies it as the most vital of all subjects, broad in its scope and rich in its content. It is indeed the meeting place of all sciences. Man's dependence upon plant and animal life involves the sciences of biology and chemistry; upon rock and soils—geology; upon atmospheric conditions—meteorology and physics. His need for a knowledge of earth movements and of earth relations to sun, moon and other planets touches upon astronomy, while calculations of distances of latitude and longitude involve mathematics.

This enumeration is by no means conclusive, but indicative only of the various phases that the subject may present to the student.

Every phase of life requires some knowledge of geography. The food one eats, the air one breathes, the water one drinks or the clothes one wears find a basis in geography and are the media through which the teacher of today should present the subject. The story of a raincoat will open up many interesting facts about Brazil or the island of Sumatra and will stamp the location of these places in the mind because they touch life interests. A discussion of the daily weather reports and their economic value to the community will present a field of investigation that will involve fundamental principles of physics with the result that more intelligent observations will be made. A study of the camel leads to the deserts of Africa and unfolds the mystery of the Egyptian Pyramids, while the activities of Ghandi may reveal the customs of India and the wealth of the Indies. The conference over the Turkish question leads us to the location of Lausanne, in Switzerland, while the discussions there turn our attention to Jugo-Slavia and the remaining Balkan States; to Thrace, to Smyrna, and the Dardanelles. Here the much hated place-geography is taught but vitalized through the method of approach.

For the purpose of better geography teaching, authorities have divided the subject into the following phases: observational, representative, descriptive, rational and social geography. Though there is no distinct line of demarcation between these phases, this organization aids in developing the subject psychologically as well as logically. Our first experiences in geography come through observation. Here concepts are formed as a basis for future study. The hills of the neighborhood may be stretched by imagination to describe the mountains of Asia. The stream on the hillside may be mentally transformed into the mighty Mississippi, and the reservoir into one of the Great Lakes. All are simple experiences, but fundamental from the psychological point of view. Concepts thus gained by observation are clarified through the representative phase. Here the pupil is allowed to model the hill as he sees it or to draw the stream as he remembers it. These are opportunities for the expression of the impressions gained through observation.

With such a background the pupil is ready to tackle the descriptive geography of the textbook which deals with earth conditions and earth forces beyond the sphere of personal observation. He is able to interpret the printed page in terms of life experiences. He is able to read meaning into what he has not actually seen. He is able to bring about an adjustment of himself with the rest of the world; to see relationships; to cultivate a faculty for more abstract thought, to reason.

The rational phase, though apparent in the phases heretofore discussed, grows in importance and intensity as the pupil matures. The pupil soon begins to seek the cause of rain and winds, of tides and waves, of earth-

quakes and hurricanes, of fertility and aridity, of dry seasons and wet seasons, of summer and winter. He is not satisfied to know that some places farther north than his home have warmer weather, while some places farther south have cold weather. He wants to know *why* and thus begins a study of geography from a rational standpoint, emphasizing cause and effect.

The rational phase has an imperceptible transition into the social phase, for the pupil searches for causes and effects to satisfy some acquired need. He searches for those facts and influences which control life in order that he may make a satisfactory adjustment to his social group. Though the psychologists of today discredit the Culture Epoch Theory, that individuals pass through the same stages of development through which the human race has passed, yet there is some reason to believe that, to a certain degree, a parallelism of principle is to be found. The child, like the savage, appropriates what he finds in its natural state; as he grows older he changes what he finds to satisfy his needs and as he develops greater mental power he creates what best suits his purpose through the force of his imagination. However, whatever may be the stage of development either of the individual or of the race of man, geography is the environmental influence for weal or for woe. What one gets out of it depends, in a measure, upon what one puts into it.

The foregoing discussion, it is hoped, will lead the reader to realize the efficacy of vitalized geography teaching and of purposeful geographical study. That one may be led to the full realization of the fact that geography is a (live) subject and those who have regarded it as the SICK-MAN of the curriculum, have confused the patient with the doctor; the stimulant is needed by the latter rather than the former, for vitalized geography teaching satisfies the greatest needs of society. It fulfills the highest aims in education in that it enables one to think clearly and quickly. It leads to the realization of the interdependence of all parts of the world. It develops sympathetic relationships between the various peoples of the world and leads finally to a sane and sacred reverence of the Creator of all things—God.

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RATING METHODS IN COLORED SCHOOLS.

(Condensed from an address given at Convention of National Association of Teachers in Colored Schools at Hampton, Virginia, July 29, 1922.)

ABOUT three years ago, at the suggestion of President J. M. Gandy of the Virginia Normal and Industrial Institute, who was then, also, president of the National Association of Teachers in Colored Schools, I undertook to make a study of rating methods in our Colored Schools.

No attempt was made, at the time, to classify information secured on the basis of the grade of the school reporting (as to whether secondary or collegiate), since the Association itself had given very little attention toward differentiating its activities sharply on this basis.

The effort was directed, first, in the study, toward setting before the Association the status of the marking problem as practiced in the more noted schools and colleges of the country. In other words, it occurred that the teachers of this Association might be interested in having presented to them a summarized statement showing how schools throughout the country were rating their pupils in order to get a broader view of the problem under consideration.

The works of some of the most prominent educators who have made contributions along this line were freely consulted; among them being the papers of Prof. F. Y. Edgeworth of Oxford (probably the earliest), of R. E. Carter of Milwaukee, of F. J. Kelly at Columbia University, of F. W. Johnson at the High School of the University of Chicago, J. H. O'Brien, Illinois, and Starch and Elliott at University of Wisconsin.

Some of these investigators dealt with rating methods in High Schools and Colleges, while others were concerned only with elementary schools. The results of the investigations tell uniformly the same story—the widely divergent conflicting character of the marks assigned, and they have served to convince educational circles of the thoroughly unreliable character of the methods used by the majority of teachers in measuring the results of their own work. The disappointing fact has been demonstrated many times in the literature that not only was there a very wide variation in the ratings which different teachers actually gave a particular paper or performance, ranging all the way from 28 to 92 on the scale of 100, but the ratings given by a particular teacher to the same paper or performance of the pupil after a short interval of time (two or three weeks) varied as widely as the marks given by different teachers in that paper. The fact is brought out that a particular grade given depended as much upon the teacher who did the marking as upon the student who wrote the paper. The investigation showed, contrary to current opinion, that the ratings in mathematics were no less accurate than those in English.

One can readily see that pedagogical practice resting upon such an insecure, unscientific, subjective basis would have to be remedied or the endless confusion now characteristic of our educational process is certain to continue. The present situation in evaluating the work of pupils shows us only too clearly that we have not yet developed what we may truly call a Science of Education and we shall not have such until teachers as a whole have formulated some standardized objective measurement of the pupils' work.

C. H. Judd of the University of Chicago says: "The effort to lay down by investigation satisfactory standards of school work is one of the most productive lines of educational inquiry which has ever been instituted. * * * It is steadily gaining ground and promises to be the largest contribution of this generation to education." With such a forecast in view, this Association must not neglect the opportunity to play its part as one of the contributors to the movement.

In order to find out to what extent there was uniformity in rating methods now among the schools whose teachers make up a large part of the membership of this Association, a questionnaire was sent to 77 institutions. This questionnaire was modelled after a similar one sent out by the Association of Collegiate Registrars. Thirty-seven institutions promptly returned the questionnaires, more or less completely filled out. The number making returns is small, yet it lists our leading institutions and gives a wide variation in types.

A tabulation of the answers brings out several interesting and instructive lessons. The first topic giving the rating systems was discussed before the Association at the Baltimore and Oklahoma meetings, with charts and data. (The summary is appended below.) It shows, in brief, that of 36 schools which reported upon this topic 27 used figures from 1 to 100 in rating; one used figures from 6 to 10, one used figures from 1 to 4, while 9 used letters, A, B, C, D, E, F, or others with similar significance.

It is of especial interest to note that the schools in this study using the numerical systems of rating are more than three times as many those using letters. This proportion becomes all the more interesting because it is the opposite of that secured about the same time and presented before a meeting of the Association of Collegiate Registrars; of 152 institutions making returns in this study, 24 only used figures in rating, while 128 used letters.

To the direct question, "Do you favor letters or figures in marking, and why?" twenty-one schools reported that they favored figures, while thirteen favored letters. As will be seen, the proportion favoring figures is not so great as that of those using them, which would indicate that the schools are in the process of turning away from this system.

In view of the fact that such a large proportion of those reporting use figures, it might be well to give here a few of the representative answers

explaining why they are preferred by those institutions using them. The following, taken in full from the questionnaires, are fairly representative of the reasons given:

(a) "Figures are plainer to both parents and students."
(b) "Consider figures more accurate and satisfactory."
(c) "More flexible, definite, develops more conscientious grading."
(d) "Figures, like all mathematics, are more definite and exacting; letters rather indefinite."
(e) "Sharper distinction, if honors are awarded."
(f) "Easier to classify students according to rank."

The summaries of the other queries of the questionnaire will not be detailed in this condensed presentation, but the results of those, as well as, of the sampled replies tabulated above, show clearly, though few schools are concerned, how far we are away from anything that approaches uniformity in our rating methods or unanimity in our point of view. They show further how far we are behind the more progressive schools of the country in believing that we are really grading students with greater accuracy because we are using figures. The fallacy of this view was clearly demonstrated by the writer through data, presented at the Baltimore meeting of the Association.

Now, what is our duty as an association in respect to this important problem? It is plainly not to decide upon any particular form of unit of measurement of student performance, although the evolving of a universally practical unit of measurement is necessary to a complete uniformity in scientific point of view among the schools. But the Association may exert a tremendous power and influence as a standardizing agency among the Negro schools and colleges of the country, if it will only realize its obligations and responsibilities along this line.

There are many other agencies working, some of them very effectively to standardize the educational institutions of the country, among them being several Church Boards of Education, the Federal Bureau of Education. The Association of Colleges and Preparatory Schools of the Middle States and Maryland, the Association of Colleges and Secondary Schools of the Southern States, the Northern Central Association of Colleges and Secondary Schools, and the Northwest Association of High and Secondary Schools. As is known, these are all voluntary educational associations and have no power of enforcing acceptance of the lists of accredited institutions which they send out, but the eagerness with which institutions seek to get on their lists goes to show their far-reaching influence. The scope of the National Association is broader in extent of territory than any of those mentioned above, except the Federal Bureau of Education; it therefore has a correspondingly more difficult task to perform, as its activities cannot be regional, but must be national. It has more types of

institutions to deal with, all of which it must gradually lead to see the necessity and advantage of standardization.

The current of education at the present time is strongly toward better standards. Last year, the National Conference Committee on Standards and the American Council on Education, held in Washington, D. C., a conference of representatives from as many of the standardizing agencies as could attend.

The conference adopted an admirable set of resolutions, the following being among them:

> * * * "That the Council transmit from this conference to these general agencies suggested unified standards for various types of institutions, for discussion and report as to the possibility of adoption of such statements by these agencies within the next two years, such unified statements to be drafted by a committee to be appointed by the Council, from the chief accrediting agencies."
>
> "That this Conference approve the formulation of common statements of standards of higher educational institutions of the whole country—colleges, technological institutions, junior colleges, and institutions primarily for the training of teachers."

The committee suggested was appointed and is actively at work.

Of course it is obvious that the movement toward standardization will not of itself guarantee superior quality of work done within the schools, but it will call attention to the lack of uniformity on the external side of the management of the schools concerned and will raise a question as to the significance of these differences.

As the great clearing-house of authoritative expression in Negro education, and of classification of Negro Schools, this Association has a great duty to perform; through its beneficial contacts it must help every Negro School, whose place is not definitely determined by established public authorities, to find its place, to establish its ideals, and to struggle with singleness of purpose toward realization of these ideals. There is, undoubtedly, much doubt in the management of many of our schools as to just what type the particular school represents or toward what type it desires to struggle. Little will be accomplished while this absence of definite aim holds. It is therefore hoped that our schools will come to look to this Association as schools of the central district are looking to the Association of the Colleges and Secondary Schools of the Middle States and Maryland and the schools of the Western District, to the Northern Central Association, for guidance and assistance in maintaining their standards and ideals.

SUMMARY—RATING METHODS IN COLORED SCHOOLS.

Group I (Three Grades Above Passing.)

	Above Passing	*Below Passing*	*Lowest Passing Grade*
Shaw University	A (90-100), B (80-90), C (70-80)	D	C
Bordentown, N. J.	A (90-100), B (80-90), C (70-80)	Below C	70
Wilberforce University	A (90-100, B (80-90), C (70-80)	D (60-70 E below 60	C
Virginia Normal and Industrial Institute, Petersburg	A (90-100), B (80-89), C (75-79)	Below C	C

Group II (Four Grades Above Passing.)

	Above Passing	*Below Passing*	*Lowest Passing Grade*
Hampton Institute	A, B, C, D	E	D
Howard University	A, B, C, D	E, F	D

Group III (Five Grades Above Passing).

	Above Passing	*Below Passing*	*Lowest Passing Grade*
Wiley University	A (90-100), B (80-89), C (70-79) D (65-69) E (60-64)	E, F	D

Group IV (Using Other Letters Than A, B, C, D, E, F).

	Above Passing	*Below Passing*	*Passing Grade*
Colored Normal School, Kentucky	E (95-100) V G (90-95) G (80-90) F (70-80)	Below F	Fair F

Group V (Using Figures 1-100).

	Above Passing	*Below Passing*	*Lowest Passing Grade*
Clark University (Atlanta)	71	69	70
West Virginia Collegiate Institute	70	(69-55 incl.) constitute condition 55-failure	70
Selma University	70–100	69	70
New Orleans University	70 or above	69	70
Simmons University	71	69	70
Knoxvile College	71	69	70
Brick School	71	69	70
Talladega College	70–100	0–69	70
Tougaloo College	70–100	9–69	70
Georgia State Ind. College	71	69	70
St. Augustine's School (Raleigh)	70–100	0–70	69½
Spelman Seminary	75–100	0–74	75
National Training School	Above 75	Below 75	75
Virginia Union University	76	74	75
Benedict College	76	74	75
K. N. & I. Institute	76	74	75
Storer College	76	74	75
State A. & M. College	66–100	0–64	65
Tuskegee N. & I. Inst	66	64	65
Princess Anne Academy	61	59	60
Paine College	61	59	60
Minor Normal School (Wash., D. C.)	75	Below 75	75
Atlanta University	61	59	60
State Agri. & Mech. Col., Normal, Ala	60–100	59	60
Tillotson College (Tex.)	70–100	0–69	Lowest Pass 70
Arkansas Baptist College	80	60	75

Group VI (Using Other Figure Scales).

	Above Passing	*Below Passing*	*Passing Grade*
Morgan College & Acad	6–10	Below 6	6
Lincoln University	1 (90–100) 2 (80– 90) 3 (70– 80) 4 (60– 70)	Below 4	60

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THE CONSTITUTIONAL HISTORY OF THE COLONY OF MASSACHUSETTS.

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INTRODUCTION.

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  A. The Plymouth Company.
    a. The Mayflower compact.
    b. Thanksgiving Day.
  B. The distinctive provisions of the two charters.
  C. Massachusetts Bay Company charter in America.

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I. The King's motive for granting the Massachusetts Bay Company charter.
II. The desire for freedom of speech and religious liberty.
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THE CONSTITUTIONAL HISTORY OF THE COLONY OF MASSACHUSETTS.

MASSACHUSETTS was named in memory of the fierce Massasoit Indians with whom the colonists had fought many battles. During the struggle between the Non-Conformists and James I, the Plymouth Colony had been given permission to settle at Virginia. They landed at Cape Cod on December 21, 1620, instead. About a month before they landed, they gathered in the cabin of the Mayflower and made laws which they pledged themselves to support. The members of the Plymouth Company were Separatists, or rather persons who believed in self-control, plainness in dress, honesty of speech, and absolute faith in the Bible. Theology ruled their minds, and the orthodox believed that they saw on every hand revelations of the Divine will. In 1623, drought threatened to destroy the crop, and a day of humiliation and prayer was observed, after which came a copious rain which saved the harvest. In gratitude, Thanksgiving Day was set apart for the Autumn.

Unlike the Separatists, the Puritans wished to remain in the Established Church and reform its doctrines. They were especially earnest against bishops whom they considered a relic of popery, and resented the wearing of surplices. They had freely debated the methods of Charles I towards parliament and his attitude towards the Church of England. Laud, the Bishop of London, the supporter of Charles I in his arbitrary rule, started to harry the Puritan clergy out of their offices. Their incentive was to find a place where prelates would not be distressed and where their religion might be preserved in Puritan integrity. They applied to Charles for a charter and he readily granted it. Charles granted this more as a sentence of exile than a favor; for he made no distinction between Puritans and Separatists. The leaders took the charter to America. This charter provided for a political body ruled by a governor and eighteen assistants, all of whom were to be elected by members of the colony. This in reality meant the establishment of a corporation in the name of the "Governor and Company of the Massachusetts Bay in New England." This power was an enormous advance over the Plymouth Colony, whose seat of government remained in England. Again, the members of the Plymouth Company were merely squatters, since they had no legitimate claim to their settlements.

The Massachusetts Bay Company was not a mere trading company of adventure. It was composed of members who sought religious liberty; and the colonists looked upon Massachusetts as their "City of Refuge." But they were, at the same time, conscious of the fact that as long as their headquarters remained in England, these ever-cherished privileges might

be interfered with at any time by the Crown. It was necessary for them to find a way to prohibit any such interference. So, with this self-evident view of an independent government, Mathew Craddock suggested in the General Court of the Company, held on July 28, 1629, that the government be transferred to the colonists free and independent of the company. Each member had agreed to consider this suggestion and to decide upon it at the next meeting, but before the next meeting Sir Richard Saltonstall, John Winthrop, Thomas Dudley, Isaac Johnson, and eight other governors met privately at Cambridge and agreed in writing "on the word of a Christian in the presence of God, who is the Searcher of all hearts, to be ready by the first of March to embark themselves for the plantation, if the General Court would transfer and legally establish the whole government so that the plantation would remain with those who should inhabit the plantation." The General Court granted this permission, and after three days' deliberation, an order was drawn up to place the control in the hands of ten men who were going to the colony, and, therefore, interested in the future.

John Winthrop was chosen governor by the Court for the ensuing year. Winthrop was a descendant of an ancient and honorable family in Suffolk; he was trained at law and was a member of the Inner Temple, and subsequently one of the attorneys of the Court of Wards and Liveries. He was a typical example of the grave and early country gentleman of Puritan times. Winthrop was about forty years old, and his neighbor, Robert Ryece, used this as a basis of his argument to convince Winthrop that he could not withstand the rigors and hardships of the colony. This argument proved futile, for the turbulent conditions of the time hastened Winthrop's departure. He signed the Cambridge agreement on October 20, 1629, and in March of the next year he and his assistants sailed from Southampton on board the following named vessels: "The Ardella," "The Jewel," "The Ambrose," and "The Talbot." On the 7th of April they issued a document of prayers at Yarmouth: "The humble requests of his majesty's subjects and their brethren in the Church of England." Thomas Dudley wrote the Countess of Lincoln an account of their voyage and what they saw when they landed the following winter. He also described a victorious battle in which ten French ships had engaged them.

Winthrop, the new governor of the colony, had about 3,000 people under his control. The governor and the legislature, at Salem, engaged themselves in erecting towns and villages. By 1634 twenty villages had been founded and nearly 4,000 Englishmen had come over. Permanent houses and bridges were erected; roads and fences were made; farms began to be remunerative, and increasing trade in timber, furs, and salted fish was carried on with the mother country. There were also about 4,000 goats and 1,500 cattle grazing in the pastures.

The first movement of the legislature was oligarchical. They established

a Puritan colony, refused to admit any one in the government but members of their own churches, and allowed to live in the colony only those who did not resist the authorities or molest the minister or discredit the Puritan form of worship. Political meetings were held and justice was administered after the English precedents. A score of ministers, nearly all of whom were graduates of Oxford or Cambridge, conducted the religious services. Most of these ministers held livings in the Church of England. The legislative power was transferred from the five men to the governor, the deputy governor, and the assistants. The election of the governor was also taken from the free men and handed over to the assistants. Within a short time, 25,000 Puritan refugees had come to the new colony; the free men increased so rapidly that they could not come together in a body to make their laws; they tried for a short time the experiment of leaving the power in the hands of the eighteen assistants, but the towns soon demanded the privilege of sending their elected representatives to aid the assistants in making the laws. The impetus for representative government was given to Massachusetts when Craddock suggested that the company in the colony be allowed to carry on their government independently. It was concluded when Winthrop signed the Cambridge agreement. Although the first movement in the colony was oligarchical, yet when it is remembered that three-fourths of the university men who came to America between 1630 and 1639 remained in Massachusetts, it will not be surprising to find these people capable of visualizing, grasping, and even practicing a form of representative government in this period.

A form of representative government is seen in an earlier period of Colonial history. In 1619, members from various sections of Virginia assembled at a plantation to formulate plans for governing their colony. Simultaneous with this assembly was the landing of a cargo of Negro slaves at Jamestown, Virginia. The records show that Negro slavery existed in Massachusetts in 1639, a few years after the Puritans' settlement. The beginning of slavery in Massachusetts is embodied in the application* which Hugh Peter wrote to John Winthrop in 1637. It reads thus: "Mr. Endecot and my felfe falute you in the Lord Jefus, etc. Wee hauve heard of a diuidence of women and children in the bay and would bee glad of a fhare, viz.: a young woman or girle and a boy if you thinke good. I wrote to you for fome boyes for Bermudas, which I thinke is confiderable." On February 26, 1638, the Salem ship, Defire,

* M. H. S. Coll., iv, v, 95.
M. H. S. Coll., iii, iv, 360.
Mass. Records, I, 201.
Winthrop, I, 254.
Law of Freedom and Bondage, Par. 216, 1, 225.

returned from a seven months' voyage in the West Indies with tobacco, cotton, and Negroes. Then on July 3, 1639, the company in London directed the Providence Company to give special care to the Cannibal Negroes who were taken from New England. Despite this calumny, we find the following extract taken from *Joffelyn's Account of Two Voyages to New England:* "The second of October (1639, about 9 of the clock in the morning, Mr. Maverick's Negro woman came to my chamber window, and in her own Countrey language and tune fang very loud and fhrill, going out to her, fhe ufed a great deal of refpect towards me, and willingly would have expreffed her grief in Englifh; but I apprehended it by her countenance and deportment, whereupon I repaired to my hoft, to learn of him the caufe, and refolved to intreat him in her behalf, for that I underftood that she had been a Queen in her own Countrey, and obferved a very humble and dutiful garb ufed towards her by another Negro who was her maid. Mr. Maverick was defirous to have a breed of Negroes, and therefore feeing fhe would not yield by perfuafions to company with a Negro young man he had in his houfe; he commanded him "will'd fhe nill'd fhe to go to bed to her, which was no fooner done but fhe kickt him out again, this fhe took in high difdain beyond her flavery, and this was the caufe of her grief." Evidently the captors practised cannibalism more than the mis-creants

Such were the prevalent practices in the treatment of these downtrodden people. Mr. Hurd, the ablest writer on the subject, says: "The involuntary fervitude of Indians and Negroes in the several colonies originated under a law not promulgated by legislature and refted upon present views of universal jurisprudence, or law of nations, fupported by express or implied authority of the home government." It cannot be said, however, that Massachusetts, uncontrolled by the home government, was hostile to slavery, for despite the common law which protected foreigners and might even free Indians and Negroes, or at least save their children, the Massachusetts court gave slavery a legitimate status. Slavery was legalized in Massachusetts in December, 1641. The decisions were based upon the Mosaic Code, and gave the right of one man to sell himself as well as that of another to buy him. Perpetual bondage of Negroes and Indians was sanctioned and established in the Massachusetts Court. The case of Winchendon vs. Hatfield concludes the treatment of slavery in this subject. This case relates to a Negro pauper who had been a slave in 1757, and passed through the hands of nine separate owners before 1775. He absconded from the ninth and enlisted in th Massachusetts army among the eight-months' men at Cambridge, in the beginning of the Revolutionary War. His term of service had not expired when he enlisted into the three years' service, and his last owner received the whole of his bounty and part of his wages. The legislation which sanctioned the slave trade, and the perpetual bondage of Indians and Negroes, their children and their

children's children showed that Massachusetts had anticipated by many years any sort of statutes which were later found in Virginia, Maryland, or South Carolina.

Massachusetts not only showed her ability to carry out her idea of slavery, but ever aimed to practice popular government. The Massachusetts Bay Charter had vested the authority in the governor and the eighteen assistants and the freemen, but it did not define the power of each. Trouble arose when Winthrop began to act in important affairs on his own initiative. He lent powder to Plymouth, established trading stations, and erected fortifications at Boston. He and his assistants then levied a tax to pay for the fortifications at Newtowne. Watertown refused to pay, claiming that only the freemen might lay a tax. Winthrop forced them to withdraw their protest. But their cause was good and their action led to reform. In 1632, the General Court, the assistants, and the freemen enacted that each town should elect two delegates to advise with the governor about taxation. Winthrop opposed this, but in 1634 three delegates appeared at the General Court of the eight towns and adopted a fundamental reform. Henceforth, the four courts held each year according to the charter, one attended by all the freemen was to elect governor, deputy governor and assistants, and the others, composed of delegates from each town, was to make laws, grant land, and transact other important public business. At first both assistants and delegates sat together, but when the bicameral system was adopted in 1644, this was changed, and the assistants became in reality an upper house. Winthrop and his friends believed that the government should rest with the upper class. The popular party realized this and did not cease in its efforts until it defeated Winthrop's re-election in 1644. But in 1646 he was re-elected and retained the governorship until he died, in 1649.

Religion ranked high in Massachusetts. Roger Williams, founder of Rhode Island, was banished not only for preaching separation of Church and State, but largely because he stated that the Indians, and not the King, were the only persons from whom alone the whites could acquire title. The Puritans were highly educated men who prized learning, largely for the support it furnished their independent religious ideas. With this belief, the Massachusetts legislature voted four hundred pounds in 1636 to found Harvard College at Newtowne, now known as Cambridge. This was the first body in which the people through their representatives ever voted their money to found a place of education. In 1640 the Book of Psalms was printed in Boston, and on September 26 of the same year the first newspaper appeared in Boston. It was immediately suppressed by the government. A few years later, however, the Boston News Letter had a kinder reception, and remained the first permanent newspaper.

Massachusetts now showed a strong hand in ruling her colony. She was accused of indifference to England and evasion of the Navigation

Acts. In 1676, Edward Randolf was sent as a "messenger" with a letter from the King to the authorities at Boston. He was privately instructed to ascertain in what respect the colony laws were against those of England, and to report on religious conditions, the execution of the Navigation Acts, and the number and strength of the colonists. He was a shrewd observer. His report was very unfavorable to the colony, but for a time nothing was done. In 1678, Randolf was appointed Collector of Customs for New England and took up his residence in Boston. He sent numerous complaints to England, all proceeded from the conclusion that the only way to enforce the Acts of trade was for the King to take the charter into his own hands and appoint officers who would support the collectors. Charles secured a partial verdict against the charter of London, on June 12, 1683, and the next day the attorney-general was ordered to take out a writ of *quo warranto* against the Massachusetts Company. Storms intervened and the writ could not be served within the time set, so the attorney-general now sued, in the Court of Chancery, for a writ of *scire facias,* which did not require service in the colony. The case came to a speedy hearing under the writ, and on October 23, 1684, the charter was annulled.

Events followed in rapid succession. On April, 1689, when the news came, James II was driven from the throne; the inhabitants imprisoned Governor Andros and later sent him back to England. The Boston Town meeting assumed the government and appointed a committee of safety and sent envoys to learn the will of the new King, William of Orange. The King granted a new charter which provided for the joining of the Massachusetts Bay and Plymouth colonies. This amalgamation broke up the Puritan régime and guaranteed forever the freedom of worship to all religious sects.

Massachusetts now aimed to secure her internal welfare. What the parliament was to England, the assembly, under the restrictions of its charter, aspired to be to the colony. Governor Phips, the first royal governor, opened a long quarrel with the assembly when the King directed him to get the assembly to vote a permanent appropriation for the salaries of the governor and the other officials appointed by the crown. On the contrary, bills of fundamental rights and laws establishing courts were passed by the colonists, all of which were vetoed in England. Massachusetts was the first colony to have paper money, in 1690. When the Navigation Acts were revived with the seeming intent of crippling the American trade, the colonists secretly planned methods to evade these acts. These acts compelled the colonies to trade with British manufacturers only, and to buy of British planters in the West Indies. About this time, the Stamp Act and the famous "Writs of Assistance" were enforced by Parliament. Massachusetts became incensed at these laws and resented their enforcement. They argued that these laws were an infringement

of the "Immemorial Rights of Englishmen." Benjamin Franklin was a strong advocate of the Stamp Act, but James Otis, inspired by the impassioned speech of Patrick Henry of Virginia, suggested the calling of a committee from all the colonies to protest against this new and dangerous assault on the colonial liberties. The Stamp Act was repealed, but the presence of a British regiment in Boston was a constant source of chagrin to the inhabitants. It seemed to have fixed a stigma of rebellion on the province. The soldiers were repeatedly insulted by the jeering crowds; they became irritated and fired into the crowd on March 5, 1770. They killed five citizens and wounded several others. This action infuriated the colonists, and at a call meeting Samuel Adams was delegated by the town to demand of acting-Governor Hutchinson the immediate withdrawal of both regiments from the town. The governor yielded.

On the very day of the Boston massacre, Lord North moved to repeal all the duties except a trifling tax of three pence a pound on tea. The King had so arranged that the East India Company could sell its tea to America without the heavy English duty. The company could then offer its tea to the colonists at a lower price including the tax of three pence a pound. A cargo of tea was sent to Boston; the people vainly petitioned the governor to send the tea back to England; then a committee of prominent citizens, disguised as North American Indians, boarded the merchantmen, on December 16, 1773, ripped open the chests with their tomahawks, and emptied the costly contents in the Boston Harbor. On March 17 of the next year, Parliament passed a number of acts to punish Massachusetts. The Boston port was to be closed until the destroyed tea was paid for; no town was permitted to hold meetings without the governor's permission, except for the regular election of officers. Virginia Burgess set apart the appointed day of the enforcement of the Intolerable Acts in Massachusetts as a day of prayer and fasting.

Expressions of sympathy from all the other colonies came to Massachusetts. The first Continental Congress met in Carpenter's Hall, Philadelphia, and decided upon the adoption of the American Association for the boycott of British trade by all the colonies unless the obnoxious legislation of Parliament was repealed before the new Congress met on the following 10th of May. But before this new Congress could convene, the British regulars and the rustic militia had met on the battle field. John Hancock and Samuel Adams had taken refuge with Parson Clark, of Lexington. Paul Revere learned that General Gage had sent troops to arrest them as traitors. He succeeded in galloping ahead of the expedition, arousing the farmers and warning the refuges. Then the British column reached Lexington; they found a little company of minute-men drawn up under the command of Captain Parker. The British major, Pitcairn, ordered them to disperse; they refused, and musket shots rang out, apparently without the Major's orders; and the British marched,

leaving eight minute-men dead or dying on the green. This incident, which changed all the colonies of America into states, showed the tenacious qualities of the Massachusetts Colony in the championing of human rights.

Charles I granted the Massachusetts Bay Colony charter more as a sentence of exile than as a favor. The members of the company were educated men who sought religious liberty and freedom of speech. The rise of the representative assembly in the colony began with the Watertown protest. The Mosaic Code was used as the basis for the legalization of slavery. The real cause of the Revolutionary War is embodied in the fact that Massachusetts viewed its Assembly with the same reverence that England viewed Parliament. Massachusetts then looked upon all legislation that did not originate in the Colonial Assembly as oppressive measures of the King and not Parliament; thus, the misunderstanding that precipitated the Revolution.

CLIFFORD L. CLARKE, '23.

I CAN, I WILL!

BY TOMMY MILLETT.

Now I ain't accusin' no one
For the plight that I am in,
And I ain't abusin' no one
As I bear it with a grin;
But, in silent meditation,
Gee! I miss an education,
And the cause? a lack of courage to begin.

'Course, I ain't excusin' no one,
If he had a chance to be,
And I ain't a usin' no one
To make alibis for me;
It's my fault that I am rated
As a man, uneducated,
'Bout as useful as a lock without a key.

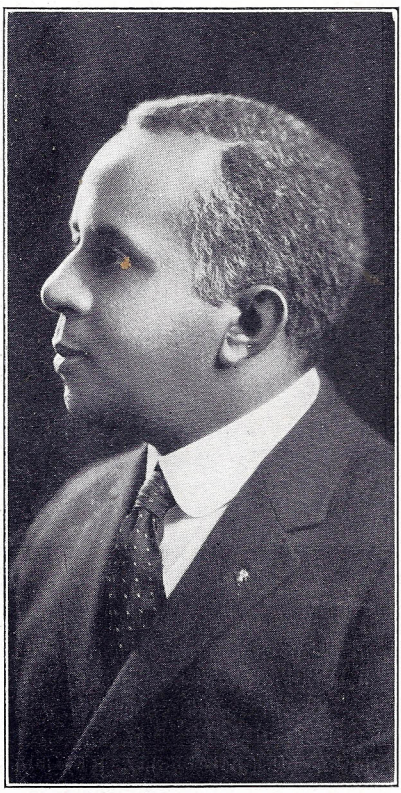
But, I ain't amusing no one
Any more with Wit and Song,
Still I ain't a losin' no one,
All my pals are for me strong;
For at night I sit and hammer
At my studies in a manner
That will bring results a plenty before long.

(From *The Business Journal* of New York City, December 23, 1922.)

HOWARD ALUMNI YOU OUGHT TO KNOW.

MORE and more members of the race are influencing a field in politics and in this most important field of endeavor the sons of Howard have had their share of importance. The following clipping tells of the elevation of Counsellor H. W. Shields, a graduate of the Howard School of Law in the year 1909. He is therefore one of the

ALUMNI YOU OUGHT TO KNOW.



HENRI W. SHIELDS.

"In the ill wind of the Republican debacle on Tuesday the good was blown in on the Democratic tidal wave of representation for the colored citizens in the Legislature of the Empire State in the person of Attorney Henri W. Shields in the 21st Assembly District. This was perhaps one of the greatest surprises of the entire election in the upper end of New York City. In the Hylan sweep of 1921 the Republican Assemblyman in the 21st was elected. It was not thought, therefore, that however great the overturn, that any combination of circumsances could possibly turn down the local G. O. P. candidates. While figures as we go to press are not complete, it is certain and conceded by both sides that Palmer, the Caucasian candidate in the upper end, and Bolden, the colored candidate in the lower end of Harlem, were both removed at one fell swoop. In the 21st the colored people themselves, resenting their loss of representation in the Assembly through the refusal of the last colored Republican Assemblyman either to run or to give another member of his race a chance to run, voted almost to the man and woman for the colored candidate.

"Counsellor Henri W. Shields was born in the South thirty-eight years ago, and after finishing the schools in his native state went to Howard University, where he graduated from the Law School fourteen years ago. Shortly after he came to New York and began his preparation for admission to the bar. During this period he became associated with the P. A. Payton Real Estate Corporation while getting on his feet. Immediately after admission he took up the practice of his profession in Brooklyn. Seizing his opportunity he came to Harlem and became associated with Louis A. Leavelle. Since that time he moved his practice and his home into the district which he will now represent in the New York State Legislature. By his modest and unassuming manner he made political friends in the party of his choice and to the surprise of all was given the designation for the Assembly on the Democratic ticket without a contest. He conducted his campaign in the same fashion, making a personal but persistent campaign throughout his district. His election has been conceded by his friends and foes alike by about 400 votes. Mr. Shields is married and is the father of a son."—(New York News)

ALUMNI NOTES.

'98 MR. CALVIN ALEXANDER, College of Arts and Sciences, is now teaching in Texarkana, Texas.

'11 DR. RICHARD LEWIS BROWN, School of Medicine, is now located in Jacksonville, Florida, where he has built up a lucrative practice in the medical profession.

'14 MR. HERBERT L. STEVENS, College of Arts and Sciences, is teaching in Marshall, Texas.

'14 MR. JACOB E. JONES, Teachers' College, is Principal of the Frederick Douglas High School, Columbia, Mo.

'16 DR. WILLIAM S. WOODWARD, School of Pharmacy, is a prominent druggist at Newport News, Virginia, and is president of the local branch of the Negro Business League.

'17 MISS LILLIAN DOROTHY QUARLES, Teachers' College, is teaching at the State Normal School in Elizabeth City, N. C.

'19 MR. JAMES S. WINFREY, School of Law, is now engaged in his profession in Chicago as a member of the firm, Ellis and Westbrooks.

'20 MISS GRACE COUSINS, College of Arts and Sciences, is now teaching in the Public Schools of Cleveland, Ohio.

MISS ELLARIZ Y. MASON, a member of the last class to graduate from the Preparatory department of the University, recently completed a course in Physical Training at the Chicago School of Physical Training, Hull House, Chicago, Illinois, and has just accepted a position as Girls' Secretary of the Y. W. C. A., at St. Louis, Mo.

'19 ANNOUNCEMENT has been made of the marriage of Miss Lucy Carr Cash, of Charleston, West Virginia, to Mr. Joseph Robinson Jones, of Danville, Kentucky, on August 17, 1922, in New York City. Miss Cash is a graduate of the College of Arts and Sciences, 1919. Mr. Jones was also a member of the class of 1919, of the College, but is now a member of the Senior Class of the School of Medicine, Howard University.

'16 ANNOUNCEMENT is made of the marriage of Miss Nellie Brown of Washington, D. C., to Mr. William Dawson of Chicago, December 20, 1922. Miss Brown was a member of the Class of '16, Department of Home Economics, Howard University.

'19 BENJAMIN TANNER JOHNSON, Class of 1919—College—Howard University, Class of 1921—Graduate School of Business Administration—Harvard University, is now employed as Assistant to the Treasurer and Purchasing Agent of Babson Institute, Wellesley Hills, Mass. As such his daily work brings him in touch with most of the outside business connections of the Institute—it is a post, therefore, calling for versatile ability and yielding versatile contact and experience.

The position marks noteworthy recognition of superior training along business lines, and should be a very vivid encouragement to young men of the race to seek the utmost profitable training and proficiency in the more modern and unusual professional lines.

Mr. Johnson in addition conducts a private practice as an expert financial advisor and accountant, and contemplates ultimately business organization and promotion on a large scale. At present he is working on a plan to put a colored National Bank in Harlem. His idea has the support of strong financial interests.

'13 MRS. JIMMIE BUGG MIDDLETON, Teachers' College, is an Auditor in the Guaranty Mutual Life and Health Insurance Company, of Savannah, Ga.

'14 MR. ANDREW TERRY, Teachers' College, is a member of the faculty of the New Thacker, West Virginia, Colored School, and is in charge of the work of the 1st, 3rd, and 5th grades.

'14 MR. SAMUEL PROCTOR MASSIE, Teachers' College, is Assistant Principal and teacher of Science in the Gibbs High School, Little Rock, Ark.

'22. MISS CLARICE J. BROOKS, Liberal Arts, teacher of the 6th grade, Slater School, Birmingham, Alabama, was a pleasant visitor in the city during the Christmas holidays.

'22 MISS CAROLINE WELTON, Liberal Arts, is teaching in the Colored High School, Birmingham, Ala.

'22 MR. ELFRETH T. WASHINGTON, School of Education, was recently appointed Professor of Biology at Walden College, Nashville, Tenn.

'21 MISS GLADYS FREEMAN recently died in Louisville, Ky., at the residence of her sister. Her remains were brought to Washington where the funeral services were held. Miss Freeman was transferred from the grades to teacher of English in Dunbar High School and at the time of her death was on leave of absence.

IN THE PROFESSIONAL SCHOOLS.

SCHOOL OF RELIGION.

Advisory Board of the School of Religion of Howard University.

ON January 4, 1923, just one year from the organization of the Advisory Board of the School of Religion a representative group from various parts of the country met to hear reports and consider plans for further developing the strength of the school.

President J. Stanley Durkee outlined the larger plans and hopes for the whole university and in particular that of the needs of the School of Religion. He stressed the importance of a new building to house the divinity students and also as a basis of operation for a larger work which he presented as his ideal for the religious education of both the minister and the Christian worker of every name. He expressed the hope that the various denominations might provide the money for a professor of their respective denomination.

Bishop John Hurst of the A. M. E. Church whose diocese is in the extreme South told of the unprepared ministers who must be taken, particularly for the rural districts, as pastors. These men, he claimed, could be greatly stimulated and helped by a well planned extension service such as Howard University had already started in his Florida conferences through Prof. Sterling N. Brown.

Bishop Alfred Harding, the presiding officer, spoke of how his interest had been quickened and how he was led to join hands in the Howard plan of extension work to meet the very condition of which Bishop Hurst had just spoken and that it was this phase of work which seemed most urgent and in which he could most heartily unite.

Dr. Elbert W. Moore, Baptist Field Superintendent of the Baptist Churches in the North, spoke of the woeful religious situation of the great, newly increased Negro centers in the Northern cities, and of what the Baptists are doing to meet this perplexing condition. He, in forceful terms, expressed the welcome which the Baptists were ready to extend to Howard University for the fullest cooperation especially through the Extension Department.

Dr. Henry J. Callis, of the A. M. E. Zion Church, emphasized the need of reaching and giving definite assistance to the many pastors so woefully unprepared for Christian leadership, both in cities and towns as well as in the rural districts.

Dr. Sterling N. Brown gave a brief statement of the gradual development of the Extension Department against all kinds of odds until now it had reached a point of influence that is recognized far and near. He showed that it was not only a distinctly interdenominational school but that it was also doing a work for which it was peculiarly well fitted. Extension plans have been started in a number of Southern schools for colored pastors, but aside from those conducted during the summer seasons by Dr. James H. Dillard none so far as were known had succeeded. It was shown that if with the inadequate facilities now at command we had 250 correspondence students and had in past years done consecutive lecture and institute work in the field there was hardly a limit to what might be done when the full needs of the School of Religion, embracing his department, were properly met.

A committee consisting of President Durkee, Drs. Emmett J. Scott, Charles E. Stewart and Elbert W. Moore were appointed to consider how the members of the Advisory Board, now numbering about 100, might be brought into sympathetic coöper-

ation with a definite effort to secure at the earliest possible moment the funds for meeting the things most pressing for the School of Religion at this time.

THE Extention Department of the School of Religion has tentative arrangements for Bible Institutes at strategic points. The first institute for his new year is to be held in Washington, D. C., February 1 and 2, and will be conducted by the Faculty of the School of Religion and assisted by the pastors of the city.

A preliminary meeting has already been held in Philadelphia by Dean Pratt and Dr. Brown, and the assurance is definitely given that a Bible Institute soon to be there will have the coöperation of the various denominations of the city. It is hoped that Baltimore and New York City may join in the same plan and so soon as time can be given these centers will also be worked up and organized. In the meantime the calls for extension work in the Southern field as well as in other Negro centers in the North are continuous. The development of the Howard School of Religion at its base, and of its unique extension work, is dependent upon the statesmanlike views taken and the ready response given for the funds necessary for adequate equipment.

Convocation.

THE Sixth Annual Convocation of the School of Religion to be held for three days beginning February 13 and going through February 15, 1923, promises a rare treat. The general subject is "Religious Education" and on the program are a number of specialties in this field. The interest in this Convocation will center in both the personnel of the speakers and also in the general discussions which will follow the addresses. It is expected that many graduates in and about Washington and the border states will attend the sessions. These sessions both day and night will all be open to the public.

The Maynard Prize Debate.

THE Maynard prize debate of the School of Religion was held on December 15, 1922. Customarily this debate is held in the Winter Quarter, but this year the students preferred the Autumn Session for their oratorical combat. The increasing interest in the Maynard Debate was shown by the large number present, both of University students and of visitors from the city.

The program opened with prayer by Professor Sterling N. Brown, after which Dean Pratt made a few preliminary remarks, giving the history of the Maynard prize. The contest then began. The subject discussed was "Resolved, That the United States Government should take positive official action in the settlement of the problem of the near East." The debaters were Messrs. Melvin J. Key and William R. Jones of the Evening School, and Messrs. Charles P. Harris and E. Adolph Haynes of the Day School.

Mr. Key opened the debate for the affirmative. He based his argument on five points, viz. (1) America's financial interests in the near East; (2) the protection of United States citizens in the near East; (3) the settlement of the States question; (4) the protection of the small States; (5) the prevention of war. Mr. Key's argument revealed the fact that he is an able debater.

Mr. Harris opened the argument for the negative. With his usual precision, he acknowledged the points presented by the former speaker, but observed that his opponent had confused the terms "America" and "American." He argued that the interest which America holds in the near East is of a philanthropic nature, and is held by private individuals who obtained, for the establishment of their enterprises, con-

sent from the Government in whose territory they are operating. America could have no justifiable ground, therefore, for interfering with the near East. Mr. Harris argued further that interference in the near East would be contrary to the religious and political policies of the United States. So forceful and penetrating was his contention that many were of the opinion that he had scored victory for the negative.

Mr. Jones continued the fight for the affirmative, basing his argument on the demands of religious and of modern civilization. He pointed out that America cannot stand by and see her fellow Christians butchered recklessly by antagonistic nations. Mr. Jones' presentation drew great applause from the audience.

The last speaker for the negative was Mr. Haynes. Cool, deliberate and self-possessed, he brought forth the fact that the existing relationship between America and Europe does not warrant positive official action on the part of the former, and that such action would inevitably lead to war. He pleaded for America to allow wisdom and peace to overrule sentiment, and to leave the Government in the near East to settle their own problem.

At the close of the debate, the judges—Professor Montgomery Gregory, Shelby J. Davidson, Esq., and the Rev. Mr. Emory B. Smith retired for consultation on the contentions of the two teams. Their long-drawn and heated debate created great suspense on the part of the audience. The suspense was relieved, however, by an inspiring solo from Miss Josephine Muse, a former instructor in the Howard University School of Music. At last the gentlemen of the decision were able to come to terms, and, much to the disappointment of the audience, proclaimed the affirmatives the victorious team, and Mr. Jones the victorious speaker.

S. A. L. N.

SCHOOL OF LAW.

The Law School "Carries on."

WITH the passing of the holidays the School of Law made a further extension of its new program by posting a notice announcing that beginning January 2, 1923, the library of the Law School would be open from 10 o'clock A. M. to 10 o'clock P. M. every day in the school year except Sundays and holidays.

Some years ago, with the late Attorney (afterwards Secretary) George F. Collins in charge, the library was open for a time in the evenings until 9 o'clock, but the practice was not continued. It is with expressions of genuine delight that this increase in the usefulness of the beautiful law library has been hailed by the student corps.

The New Moot Court.

WHILE not discounting the value or effectiveness of other courses in the curriculum, it is doubtful of any phase of the academic side of our work is marked by a greater sum total of enthusiasm than the course in Court Practice as given in the Moot Court. Sitting under the presidency of Mr. Justice Houston, the court as a tribunal of general jurisdiction is a counterpart of the Supreme Court of the District of Columbia whose rules and practice the court follows in every particular. The court not only sits to try causes at law and in equity, but to the marked enlargement of the interest and efficiency of the court, Professor Houston has added trial by jury in criminal causes as well; and last but not least, the court now has its own official reporter, Mr. Woolsey W. Hall. With Miss Ollie M. Cooper, clerk, Mr. Joseph R. Raylor, bailiff, and Mr. Noble T. Weddington, marshal, to complete the official complement, there seems to be no escape from the conclusion that the Moot Court is not only "new," but it also presents "a combination hard to beat."

A Letter and Its Meaning.

St. Louis, Mo., Jan. 6, 1923.

Mr. James C. Waters, Jr.,
Howard University School of Law,
420 5th Street, N. W.,
Washington, D. C.

Dear Sir:

I wish to inform you that in the recent Missouri Bar Examination given on the 18th, 19th and 20th of December, 1922, in this State, that five Howard men took the examination and five Howard men passed the examination.

I am enclosing a newspaper clipping with the names of the successful candidates. Seven colored men took the examination, and all passed except one. The other successful colored candidate who passed was Mr. Robert J. Boler, graduate of Frelinghuysen University of Washington, D. C.

It is very gratifying to the members of the Howard Alumnae Association here in St. Louis to know that the Law School is sending out men of the type of those who

just passed the bar here; it speaks well of the Law School and augurs bright for the future.

Trusting that this information will be of service to you, I am

Yours for old Howard,

(Signed) JOHN A. DAVIS.

The School of Law, like England in the speech of her most noted admiral, "expects every man to do his duty," and it is in the spirit of this fact that we welcome the above letter from Counsellor Davis, of the Class of 1921. The old idea of graduating and turning one's back on the Alma Mater receives a merited blow in the face in the service rendered by Mr. Davis in his letter.

The successful "argonauts" referred to in Mr. Davis' letter are Mr. Edwin F. Kenswil, '21, and Messrs. Frank S. Bledsoe, Duane B. Mason, Roger Q. Mason and Joseph L. McLemore of the Class of 1922.

St. Louis, however, has not all the good news, for Richmond has a bit of her own in announcing the admission to the Virginia bar of Messrs. John H. Jackson, '21, Laurence E. Knight, Jr., '22, and David H. Edwards, of the present senior class. Mr. Joseph R. Baylor, also a senior, passed three out of four sections of the Virginia bar examination, while still another senior, Mr. Earle H. Gray, has joined Mr. Tenola E. Graves, '22, in gaining membership of the Indiana bar.

From Indiana also has come a letter from Attorney J. Wellman Smith, '22, another from "Joe" McLemore, '22, now taking the master's course at New York University, and a hearty greeting from the incomparable Dan Bowles, '11, a leader of the St. Louis bar.

Alumni and Friends Call.

A happy augury in the new outlook in Fifth Street is the large number of visitors who continue to come in. We appreciate this, especially from the alumni, than whom none could be more welcome. Thus, since our last notice, we have had the pleasure of shaking hands with a number of former students and alumni including Messrs. Theophilus J. Houston, '21, of Bluefield, W. Va.; W. Arvey Wood, '22, of Hartford, Conn.; Louis G. Gregory, '02, of Boston, Mass.; Joshua R. Bennett, '08, of New York City; E. L. Winters, '11, L. R. Mehlinger, '21, John R. Wright, '04, C. S. Cuney, '09, James C. Burlls, '03, Walter A. Pinchback, '06, James A. Davis, '03, A. Mercer Daniel, '09, Benjamin L. Gaskins, '05, Jesse H. Mitchell, '10, all of Washington, D. C.; also Counsellor Benjamin G. Pollard, '15, of Chicago, with whom was Mr. B. J. McNeal, an inventor, of the same city, who came to this city on important business before the Patent Office.

During December, the School of Law was the recipient of a Christmas present in the shape of a copy of "A History of the Bankruptcy Clause of the Constitution of the United States of America," by Dr. F. Regis Noel, of the Columbia Historical Society of this city.

JAMES C. WATERS, JR.

January 9, 1923.

January 10, 1923.

Prof. George M. Lightfoot,
Editor, UNIVERSITY RECORD,
Howard University,
Washington, D. C.

Dear Professor Lightfoot:

I beg to ask if you will announce to the alumni through the columns of THE

RECORD the fact that the secretary of the School of Law will be pleased to correspond with graduates of the law school upon the subject matter of a letter generously turned over to me by Dean Kelly Miller and reading as follows:

"Dean Kelly Miller:

We are in need of a good lawyer, doctor and dentist in our city and I was advised by the Executive Committee to write you to see if there were any you could recommend to us that we might get in touch with. We have a large Negro population to draw upon, possibly 3,000, including Independence and Cherrydale in Kansas as well as in Oklahoma."

The above letter, which comes from a point in Kansas, offers a valuable opportunity for the man of grit and character who is not afraid to do a bit of work—in other words, the right kind of a man. From men of this type I shall welcome inquiries; others need not waste their time.

Very truly yours,
JAMES C. WATERS, JR.,
Secretary.

Wjr/c

SCHOOL OF MEDICINE.

January 9, 1923.

Vice-Dean Brown will attend the meeting of the National Association of Dental Faculties at Omaha on January 22nd. Important matters affecting dental education will come up at this meeting.

The faculty of the College of Pharmacy has voted to make application for admission to the National Conference of Pharmaceutical Faculties. If successful, the College of Pharmacy will have a standing comparable to that of the other Colleges of the School of Medicine.

Dr. E. B. Stone, Medical '21, has succeessfully passed the Ohio Board.

Dr. C. C. Cooke, Medical '21, has successfully passed the Virginia Board.

EDWARD A. BALLOCH,
Dean.

A Generous Offer Made—An Exceptional Opportunity to Secure a "Greater Howard" Medical School—Wonderful Loyalty Shown by Officers, Teachers and Students of the University—Won't You Help Us Meet the Terms?

(By Wm. H. Davis, Phar. D., Class '02)

The most liberal contingent offer ever made by the General Education Board of New York, in its laudable purpose of financially aiding worthy institutions of learning, is its recent proposition to give $250,000 for the endowment of HOWARD MEDICAL SCHOOL, provided a like sum of $250,000 be raised, either in the form of cash donations or written pledges, prior to July 1, 1923. While the pledges must be in the hands of the Secretary-Treasurer of Howard University before July 1, 1923, they can be paid off in such convenient instalments or at such time as the subscriber may indicate. All pledges, however, must be redeemed within three years' time, namely, prior to July 1, 1926.

Never before has such a "fifty-fifty" proposition been made by said Board to any educational institution. Such an exceptional offer certainly speaks well for Howard University, and its generosity was doubtless inspired by the splendid record and achievements of hundreds of young men and women who have graduated from HOWARD MEDICAL SCHOOL and who, as physicians, surgeons, dentists and pharmacists, can now be found rendering efficient service and reflecting credit upon their race and Alma Mater in practically every section of our great Republic.

There is not a first-class medical school in the country that can exist upon tuition fees and that does not require an Endowment Fund to help provide proper equipment, including class-room and laboratory facilities, adequate salaries for competent instructors, etc. Had it not been for heroic willingness on the part of its poorly-paid professors who, for years, have given unstintingly of their time, their talents, their priceless experience and, in many cases, of their actual substance, HOWARD MEDICAL SCHOOL could not have existed, nor could it have reached the high standard which it, at present, enjoys. It is wrong in principle to require of them a perpetual self-sacrifice. It is wrong in practice to deny to colored medical students the proper equipment and facilities for first-class medical training.

HOWARD MEDICAL SCHOOL is the only one of its kind in America or in

the world that is now rated in "CLASS A." This rating gives its graduates a prestige that is vitally helpful when they enter upon the active practice of their professions. HOWARD MEDICAL SCHOOL MUST BE KEPT IN CLASS "A," but it cannot be kept there unless its standard is maintained. Its standard cannot be preserved, neither can it admit the hundreds of worthy young men and women seeking admission, unless additional funds can be quickly secured to furnish the necessary equipment, adequately compensate efficient instructors, and provide for the increased expenses of its urgently needed expansion. Due to lack of equipment and funds, this year the Howard University classes in medicine, dentistry and pharmacy could admit only the limited number of fifty students. What a sad condition confronts a race of eleven million population when the only medical school, rated in "CLASS A," is not able to accommodate more than fifty (50) students per class in each of its three departments!

In order to meet the terms of the conditional offer above mentioned an intensive campaign is now on to raise Howard University's $250,000 share of the proposed $500,000 endowment for HOWARD MEDICAL SCHOOL. Before asking others to subscribe, wonderful loyalty has been shown by the officers, teachers and students of the University, who have either paid in cash or signed written pledges aggregating $....., and who are enthusiastically engaged in helping "Dear Old Howard" to reach its financial goal.

The success of this endowment effort for the Medical School will incidentally benefit every department of the University. What will it mean to the race? It will guarantee the conservation of its health through the training and efficient services of first-class colored physicians, surgeons, dentists, pharmacists and nurses, whose sympathetic and peerless interest in the welfare of colored patients will help to reduce the unnecessarily high percentage of sickness and deaths now obtaining among our racial group. Furthermore, it will contribute to our economic advancement and race pride by opening the way to dignified and lucrative professions.

This is the season of the year when THE SPIRIT OF GIVING and willingness to be of human service becomes signally appropriate and should characterize every one who enjoys health, employment or a reasonable degree of business prosperity.

WON'T YOU HELP HOWARD UNIVERSITY TAKE ADVANTAGE OF THIS GENEROUS OFFER? Whether a Howard graduate or former student, whether a friend of Howard University or a friend of humanity, won't you write a line to "Howard University, Washington, D. C.," and we will send you one or more pledge cards to be filled out by you and such others as you may have the kindness to interest in this most worthy cause? As stated before, the pledges can be made payable to suit the convenience of the subscriber, but the pledge cards, duly filled out, are needed at once.

UNIVERSITY NOTES.

HOWARD is to be congratulated in securing the services of Mr. Louis L. Watson, who succeeds Major Milton T. Dean, as director of Physical Education, beginning January 1st. Mr. Watson is well equipped for the duties of this department, having been not only a successful athlete of national prominence in several major sports, but also an instructor in Physical Education at Springfield Y. M. C. A. and Virginia Normal and Industrial Institute. A brief synopsis of his career follows: Howard University B. S. *Cum Laude* '17; Captain U. S. A. at Camp Lee, Va. '18; Springfield Y. M. C. A., Bachelor of Physical Education.

While at Springfield, Mr. Watson played end on the varsity football team, won the Eastern Intercollegiate Athlete Association Championship in 220-yard dash, and the Alleghany Mountain Association Championship at the same distance in the record time of 22.2 seconds. While at Springfield, he was also a member of the Student Cabinet, President of the College Literary Society, member of Championship Debating Team and manager of the *"Springfield Student,"* a college publication.

Dr. E. E. Just Elected to Membership in the American Society of Naturalists.

AT a recent meeting of the American Society of Naturalists held in Boston, Mass., Dr. E. E. Just, Professor of Zoölogy in Howard University, was elected to membership. This society has for a number of years past maintained a high standard of qualification for those whom it elects to membership. Election at this time, therefore, represents a distinct honor to Professor Just in the field of biological scholarship.

In the Realm of Athletics—Howard and the A. A. U.

WHEN the late James E. Sullivan conceived the idea which later culminated in the establishment of the Amateur Athletic Union, the oligarchy which regulates and controls amateur athletics in America, he had in mind two big objectives: first, the elimination of the evils of professionalism, especially as it affects minors, and secondly, the establishment of a genuinely cosmopolitan organization of sport enthusiasts. To realize the first aim, a high ethical code was necessary. This was insured by writing into the constitution, one article which defines an amateur, and another, its corollary, called the "athletic code of honor," which is the pledge taken by all registered athletes. They read:

"An amateur sportsman is one who engages in sports solely for the pleasure and physical, mental and social benefits he derives therefrom, and to whom sport is nothing more than an avocation."

"I promise upon my word of honor that in any sport in which I may be a participant, I will not take an unfair advantage of an opponent; that I will be courteous in words and demeanor to opponents, officials and spectators; that I will observe the rules of the game in spirit as well as in letter, and that I will constantly strive to uphold the ethics of amateur sport."

To consummate the second ideal, the Negro problem had to be considered. In fact, the acid test of the real cosmopolitanism of any national organization in these

United States lies in the ability of the organization in question to include Negroes, somewhere in its sphere of usefulness. Negro athletes have been integral factors in A. A. U. competition from the beginning. That the Union has succeeded very well with them is attested by the official records which show that three Negroes hold world records in track and field sports; as many more have national records to their credit; at least a score have held national championships and two race organizations, the St. Christopher Club and the Salem-Crescent A. C. of New York City, have made creditable showings in several national championships.

The decline of Negro club organizations, due largely to mismanagement, insufficient capital, or an irregular supply of athletic material, has thrown the burden of propagating amateurism among our youths as well as of supplying Negro athletes for open competition upon Negro colleges and certain Northern and Western Universities. Howard University, by her geographical location, near the Mason and Dixon line, her permanent athletic plant, her continuous supply of athletic material, her financial assets, plus the record which her representatives have made already in A. A. U. competition, is the logical school to take up this mantle of leadership. But the problems which have arisen since she has become really active in A. A. U. competition react hypocritically against the attainment of these ends.

By a sectional grouping based upon geographical location, Howard is a member of the South Atlantic Association along with Georgetown, Johns Hopkins and Virginia Universities. But Georgetown and Virginia University trackmen do not compete against Howard's athletes in Washington or Charlottesville. However, they readily discard these sectional conventions and contend upon most cordial terms in Philadelphia, New York and Boston. Virginia University notified Harvard a few years ago that Ned Gourdin would be *persona non grata* at Charlottesville, yet her broad-jumpers were delighted to compete against him in Philadelphia, a month after this statement was made. The point is not that Howard seeks to break any sectional customs or force herself upon unwilling opponents, but rather that she craves an outlet for her expanding needs so that her athletes can get open competition, especially during the indoor season, within reasonable distance of Georgia Avenue. Already, at the University of Pennsylvania Relay Carnival, we have outgrown the smaller colleges of Class D, but have not waxed strong enough for the larger universities of Class B. Hence, Howard may be termed the white elephant of the A. A. U.

All these problems can be automatically adjusted by the transference to or an additional membership in the Middle Atlantic Association, where the color line is more or less a nonentity. The precedent for this procedure was established by Johns Hopkins University, which is a member of both the South Atlantic Association and the Middle Atlantic Association. Not many snags are likely to be encountered in securing a sanction from the parent body because our Southern friends would evidently be glad to get rid of us and on the other hand, at least two Negro schools are already members of the Middle Atlantic Association. Certainly, we would welcome the change.

T. J. A. '25.

The Howard Players at Home and Abroad.

"THE KING'S CARPENTERS," a play by Ottie Graham, who will be remembered for her unique place in the dramatic and artistic field at Howard, was presented in New York recently for the benefit of the Young Women's Christian Association. The whole cast was practically made up of Howardites who did great credit to their Alma Mater and the Dramatic Department. Miss Graham, herself, played the leading feminine role, supported by Mr. Allan Bean in the leading masculine role. Georgia

Washington played the role of the landlady. *The New York Age* says that the work of the cast was exceptionally good. Miss Graham gave an interpretation of Nathaniel Detts' "Juba Dance" and Miss Washington, an interpretative dance, "An Oriental Phantasy," both of which were well received. Miss Margaret Smith was the excellent business manager, showing very decidedly her training here.

Certainly, with such disciples and exponents, the Howard University Department of Dramtic Arts must eventually succeed in getting its message of a drama of art, by and for the Negro, before the world.

NOTABLE also among the activities abroad was the successful presentation of "Simon, the Cyrenian" in Portsmouth, Virginia, during the holidays, by Miss Evelyn Lightner of the Class of '22. Miss Lightner will be remembered for many things, but the Department of Dramatic Arts will remember her best for her appropriate and artistic creations as the head of the Costume Department. Miss Lightner is an instructor in the Booker T. Washington High School in Norfolk, and like all true Howardites, is making herself felt in the community. The Department of Dramatic Arts, THE RECORD, yea, the entire University wishes her continued success and happiness.

BERNARD PRIOR, another shining light from the Department of Dramatic Arts, is playing with Charles Gilpin in "The Emperor Jones" in San Francisco, California.

THE Howard Players have a great treat in store for the students and the public. They expect to present, at an early date, a playwright who writes plays of Negro life. His "Broken Banjo" is to be produced soon by the recently organized Art Theater in New York. The Howard Players will probably produce his "Idle Hand" some time early in the spring. This unique and promising playwright is Mr. Willis Richardson.

ANOTHER unusual opportunity has come to the Howard Players to be the instruments through which Europe and the world will receive their impression of the art of the Negro in drama. Just such an opportunity came during the fall of 1921, when the Department of Dramatic Arts presented the Howard Players in "Simon, the Cyrenian," for the representatives of the Conference on Limitation of Armaments. The occasion this time is the visit of the foreign student representatives to American colleges, three of whom will be the guests of our Univrsity, from January 15-19. On the 19th, the Department of Dramatic Arts will entertain them by presenting "The Death Dance," a play of tribal life in Africa, written by Miss Thelma Duncan of the Class of '24, and "The Maker of Dreams," by Oliphant Down.

The Sophomores Elect New Officers.

IN accordance with a provision of their constitution, the Sophomores of Howard University assembled at their last regular meeting of the Autumn Quarter, December 19, 1922, for the purpose of electing officers. Mr. Helm, the Chaplain, who has served four quarters, gave the invocation, asking in behalf of the members for special guidance in the election of officers for the next quarter.

After much consideration, Mr. C. Glenn Carrington was chosen as President. Miss Isabelle Washington, in the seat of Vice-President, will help Mr. Carrington with the management of affairs. The Record Book and Files were yielded to Miss M. A. Grasty, the new Secretary, and to Miss Carolyn E. Welsh, her assistant. Mr. Edgar Long will handle the finances of the Class. The members selected Mr. Baylor,

the most able-bodied and proficient in keeping order, as Sergeant-at-Arms. Mr. Tiberius Watkins will lead the "Sophs" in yells and in a general creation of good cheer. Miss Florence Harlee and Mr. J. O. Thomas are expected to recount many interesting affairs, which occur in Sophomore daily life, in the Journal which must be presented at each regular meeting. Mr. Peter Helm will continue to provide for the spiritual welfare of his classmates as far as the duties of class Chaplain allow.

Being quite satisfied that this staff of newly elected officers comprised the best cabinet as yet experienced by the Class, the members arose and united in singing the Alma Mater. Each Sophomore has made the New Year Resolution, to strive more vigorously to send the name of the Class of '25 and with it the name of old Howard, farther up the ladder of scholastic attainment.

H. A. D.

Alpha Phi Alpha Convention Portrays Educational Progress of Negro in America—Serious Attitude of Delegates Towards Important Problems Appeals to St. Louis Citizens.

NOTHING more vividly portrayed the educational progress of the American Negro than the appearance in St. Louis, Mo., of the more than 300 representatives of the Alpha Phi Alpha Fraternity from 60 of the leading colleges and universities in the United States in attendance upon the 15th Annual Convention of their Fraternity which was held during the days, December 27th to 31st, inclusive, 1922. The occasion afforded the first opportunity for the citizens of St. Louis to come in close touch with such large numbers of young Negro college men from all parts of the country and get an idea of just what place a fraternity occupies in their college life. The Epsilon-Lambda, graduate chapter of the Alpha Phi Alpha located at St. Louis, and the citizens of St. Louis saw to it that every delegate and visiting member of the Alpha Phi Alpha was comfortably situated throughout the period of the convention.

The opening session of the convention was held Wednesday afternoon, at 2:30 o'clock, at the St. Louis headquarters, Pine Street Branch Y. M. C. A., with over three hundred college men as delegates and visiting members of the Fraternity from the various colleges and universities in America stretching from Harvard, Boston University, and Yale, on the New England coast, to the University of California, on the Pacific coast, and from the Universities of Michigan and Minnesota on the Great Lakes to Atlanta University and Morehouse College in the South. The business of the convention was successfully handled under the direction of the national officers of the Fraternity: Simeon S. Booker, president; Dr. J. H. Hilburn, first vice-president; Raymond P. Alexander, second vice-president; Norman L. McGhee, secretary; Dr. Homer Cooper, treasurer; and Carl J. Murphy, editor of the official organ, *The Sphinx*.

REPORT OF NATIONAL OFFICERS.

At the Friday afternoon session, the national officers of the Fraternity made their yearly reports. The national president, Simeon S. Booker, reported that the Fraternity had made great progress during the year especially in the results from the annual "Go to High School, Go to College" campaign and in the increasingly important place which the organization is taking in collegiate life. It was noted from the report of the national secretary, Norman L. McGhee, that during the past year chapters of the Alpha Phi Alpha have been established at the University of California, Berkeley, Calif.; the State University of Iowa, Iowa City, Iowa; the State College of Iowa, Ames, Iowa; the University of Denver, Denver, Colorado; Harvard University, Cambridge, Mass.; Springfield College, Springfield, Mass.; North-

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western University, Evanston, Ill.; and a graduate chapter at Indianapolis, Ind., which added to the chapter roll of 36 as reported at the last convention makes a total chapter roll of 44 with a membership of over 2,500. Of these 44 chapters, 36 were represented at St. Louis at the 15th Annual Convention.

PILGRIMAGE TO LOVEJOY'S MONUMENT.

The Alpha Phi Alpha Fraternity in harmony with its idea of keeping ever before its members the deeds of those characters of American history whose lives offer inspiration and encouragement for the problems of race which they must face in America made a pilgrimage this year to Alton, Illinois, to the spot where there is erected a monument to Reverend E. P. Lovejoy, the noted abolitionist who gave his life in defense of freedom. A wreath was placed on the monument by the Fraternity and brief exercises were held.

SUCCESSFUL PUBLIC SESSION HELD IN PORO COLLEGE AUDITORIUM.

Perhaps the best public impression of the Alpha Phi Alpha Fraternity was received at the public session which was held in the Poro College Auditorium on Sunday afternoon, December 31st. The seriousness of the program and plans of the Fraternity were effectively presented to the public by Raymond P. Alexander, Vice-President of the Fraternity in his discussion of the subject: "Alpha Phi Alpha's Task." Mr. Aaron E. Malone, President of the Poro College and an honorary member of the Alpha Phi Alpha, gave to the public a very definite idea of the relation which Alpha Phi Alpha bears to it in his sound and common sense analysis of his subject: "Alpha Phi Alpha's Relation to the Public." The address delivered by Dr. E. P. Roberts, of New York City, an honorary member of the Fraternity, was an appealing interpretation of the "Ideals of Alpha Phi Alpha."

"GO TO HIGH SCHOOL" CAMPAIGN CONTINUED—COLUMBUS, OHIO, SELECTED AS MEETING PLACE FOR 16TH ANNUAL CONVENTION.

The final session of the convention was held Saturday afternoon at which time action was taken respecting the plans to push the annual "Go to High School, Go to College" movement in every State of the Union during the month of May, and recommendation was made to the 44 chapters asking the establishment of additional scholarships to aid men in staying in school. Much interest was exhibited in the selection of the meeting place for the 16th Annual Convention. After a spirited campaign on the part of the delegates from the six chapters located in the State of Ohio, who urged that Columbus, Ohio, be selected, the convention decided in their favor despite the enticing bids of the delegates from New York and Detroit.

OFFICERS ELECTED FOR 1923.

At the end of the final session, the following officers were elected to guide the Alpha Phi Alpha through the year 1923: Simeon S. Booker, Baltimore, Md., President; Raymond P. Alexander, Boston, Mass., First Vice-President; R. W. Cannon, Minneapolis, Minn., Second Vice President; Norman L. McGhee, Washington, D. C., Secretary; Homer Cooper, Chicago, Illinois, Treasurer; Oscar C. Brown, Indianapolis, Indiana, Editor of the official organ, *The Sphinx*. On account of the remarkable growth of the Alpha Phi Alpha in the far West, it was decided to add an additional vice president to have charge of that section and James W. McGregor, of Los Angeles, Calif., was selected for that office.

PIONEERS PRESENT.

In answer to the call for the return of all pioneers and the request for a large

number of visiting members of the Fraternity, a large number of the older members of the Alpha Phi Alpha responded with their presence at St. Louis, including the following: W. H. Temple, D. N. Crosthwait, Jr., Homer S. Brown, John Dancy, Cecil Rowlette, Gordon H. Chapman, Daniel W. Bowles, David Jones, R. B. Atwood, U. S. Bolen, George Buckner, William O. Stokes, A. S. Becham, C. A. McCoy, Clarence B. Burbridge, William T. McKnight, T. S. Cherry, Howard B. Shepard, Clifford V. Smith, M. W. Fields, R. L. Linton, Charles W. Greene, George M. Brown, H. S. Jones, Walter R. Thornhill, Walker D. Brown, P. W. Waters, Burt A. Mayberry, Jr., Braxton F. Cann, M. E. Carroll, George A. Gipson, B. H. Scott, Dr. B. A. Rose, A. A. Dalton, Dr. B. M. Rhetta, Charles W. Warfield, A. E. Woodruff, Elmer J. Cheel, Dr. C. A. Greer, Lucius W. McGee, John D. Wilkerson, Howard H. McNeill, Vance S. Mullon, Joseph H. B. Evans, James A. Scott, Frank B. Wilson, F. T. Wilson, R. Jason, Cyril Bow, J. R. Henderson, Charles H. Carroll, Ernest L. Harris, Eugene B. Perry, Arnett G. Lindsay, J. G. Wood, F. D. Gardner, L. A. Mahone, L. T. Crosthwait, J. Horace Bynce, George Lyle, Joseph F. Clarke, W. J. Powell, S. S. Rhodes, Wilbur A. Page, J. B. St. Felix Isaacs, F. D. Jordan, J. P. Brawley, X. F. Bradley, Jr., Charles S. Stone, and Roy S. Bond.

ST. LOUIS ENTERTAINS ROYALLY.

All St. Louis was host to the Alpha Phi Alpha during the convention week. Aside from the scheduled social events which included the symposium and smoker at the Pine Street Branch Y. M. C. A., Wednesday evening; the formal public reception, Thursday evening, at Poro College; the annual formal reception, Saturday evening, at the Pythian Temple; and the annual banquet at the Poro College, Sunday evening, there were also the unofficial events by the friends of the Fraternity including the tea and matinee dance by the Misses Scott, of West Belle Place, Wednesday afternoon; the formal reception by the Informal Dames, at the Pythian Temple, Wednesday evening; and informal dance by eight ladies in honor of the Alpha Phi Alpha, Thursday evening; a formal dance by the Gamma-Omega Chapter of the Alpha Kappa Alpha Sorority in honor of the General Convention, Friday evening; a breakfast to the entire Fraternity, Sunday morning, given by Exalted Honorary Member Aaron E. Malone, at the Poro College; and ending with the dance by three ladies in honor of the Alpha Phi Alpha at the Pythian Temple, Monday morning, January 1st, 1923.

CITIZENS OF ST. LOUIS PRONOUNCE THE CONVENTION A SUCCESS.

The 15th Annual Convention of the Alpha Phi Alpha officially closed with the Fraternity banquet held at the Poro College Sunday evening, December 31st, with the assurance from the citizens of St. Louis that the prevailing idea which met the members of the Alpha Phi Alpha upon their arrival that the main object of a fraternity convention was for social entertainment had been completely changed by the seriousness with which the delegates of the Fraternity had undertaken the important work before their organization.

Phi Beta Sigma Fraternity Meets in Annual Session.

MORGAN College was the mecca, during the Christmas recess from December 27-30, of the delegates to the Ninth General Convention of the Phi Beta Sigma Fraternity. The convention opened on Wednesday, December 27, with delegates from all over the country, representing nearly 500 mmbers. The business sessions were held at Morgan College, and the public sessions at Union Baptist Church.

The annual address to the Fraternity was delivered by Dr. Thomas W. Turner,

professor of Botany in Howard University, the subject being, "The Call to the Negro College Men." In the absence of Mayor Broening, the welcome to the city was given by City Councilman William L. Fitzgerald.

Among the more important work that was on the convention's program was the formation of plans by which the Douglass Scholarship Fund could be raised. The convention endorsed the Inter-fraternity Conference and expressed regrets at the failure of the Anti-Lynching Bill. The Ku Klux Klan was strongly denounced as un-American and contrary to all known principles of democracy.

On Thursday night the Annual Smoker was held at the Royal Palace Hotel, and on Friday night, the Annual Formal Reception, in the new Lyceum Hall.

In the absence of the President, Mr. W. E. Clarke, of Northwestern University, the sessions were presided over by the Vice-President, Professor P. M. Thompson of Norfolk, Va.

On Saturday morning, greetings from the local Alumni Chapter of the Omega Psi Phi Fraternity were delivered by the President, Mr. Linwood Koger. Fraternal greetings were received from Alpha Phi Alpha, the Alphi Kappa Alpha, the Delta Sigma Theta, and the Zeta Phi Beta Sororities.

The following officers were elected for the ensuing year: Professor John W. Woodhouse, Baltimore, President; George A. Owens, Baltimore, Vice-President; Professor P. M. Thompson, Norfolk, Va., Secretary-Treasurer; A. L. Taylor, Washington, D. C., Field Secretary; Ed. D. Johnson, Howard University, Editor-in-Chief of the *Journal*. The convention will meet in 1923 with Kappa Chapter at Meharry Medical College, Nashville, Tenn.

Delta Sigma Theta House-Warming.

ON Friday evening, December 15, 1922, from the hours of 7 to 10, the new home of the Delta Sigma Theta Sorority, at 603 Howard Place, was thrown open to faculty, students, and friends. The two local chapters, Alpha and Beta Beta, were hostesses. The guests, who came in a continuous stream, were warmly welcomed and introduced, first, to those members of the Sorority who formed the receiving line, then to others, who showed them throughout the house, returning to the dining-room where light refreshments were served. Here they mingled with friends and still other members of the two chapters, enjoying at the same time soft strains of music which floated in from the living-room. The evening was graced with dignity, yet there was not a dull moment. Delta Sigma Theta was the recipient of many sincere felicitations and a number of beautiful and useful gifts.

COUNTERWEIGHTS.

Not Poor.

Redd—"They say he's a very poor golf player."

Green—"Well, they're wrong. You ought to see the expensive togs he wears."

In Good.

"Grace is in luck."

"How so?"

"Two fellows are calling on her. One is a florist and the other owns a candy store."

Has It Happened to You?

There was a large crowd gathered around the overturned motor car, while the excited driver was trying to right things.

"Halloa!" suddenly called the voice of a new arrival. "What's the matter, Robbins—car turned turtle?"

Robbins smiled with expressive sweetness. "Oh, no; not at all, old chap," he replied, "these kids have wanted to see how the machinery worked, so I had the car turned upside down just to please them."

It Puzzled Him.

"She has refused my suit!" the hero on the stage exclaimed dramatically.

"Mother," loudly whispered a little boy in the audience, "what does he want her to wear his clothes for?"

Her Reason for Anxiety.

A wedding party in the Northwest was bound for the church where the ceremony was to be performed, when they came to a river where a ferryman stood ready to take them over in his unsteady boat. As they were embarking, the bridegroom lost his balance and fell into the river.

"Oh, save him! save him!" shrieked the elderly bride, who was not only older than her intended, but was reported to have been the one who did most of the courting.

"Calm yourself, my dear," her father said, soothingly; "he's an excellent swimmer."

"Yes, I know," she replied, hysterically, "but save him! Catch him and pull him out. Look! He's swimming hard away from us."

Two Licenses Required.

"It's got so these days that a man can hardly wed unless he can show the girl two licenses."

"Two licenses?"

"Yes; marriage and automobile."

Not Continuous.

Passenger—"Say, does this car always make this noise?"
Driver—"No, only when it's running."

Blessed are the Jay-walkers, for they shall disinhabit the earth.

An Even Thing.

Howell—"There is one automobile to every fourteen people."
Powell—"Well, at the rate autos are killing off the people, it will soon be a fifty-fifty proposition."

More Then of Course.

A motor car stood purring at the front entrance, while the young lady deftly slipped a second hair net into place.

"Does he love you?" asked the doting mother, hovering about to see that all went well at the start. "Does he love you—and you alone?"

"Oh, yes," was the reply. "More then than at any time."

"Miss, may I have a spoon?"
"Not with me," said the pretty waitress. "I'm busy."

HOWARD UNIVERSITY CARD FOR ALUMNUS OR FORMER STUDENT.

1. Name .....
(first name) (middle name) (last name)

2. Present Address .....
(City) (State)

Street Address .....

3. Permanent Address .....
(City) (State)

Street Address .....

4. Date Entered Howard University.....

5. Number of years at Howard.....

Department Entered .....

6. Other Departments Entered .....

7. Degrees Conferred, if any .....

8. Year of Graduation .....

Year Discontinued Course at Howard .....

9. Occupation or Profession.....

10. Business Relations (i. e., connection with business enterprises, banks, etc.) .....

.....

11. Schools Attended Before and After Attending Howard.....

.....

If You Do It Today, You Won't Forget It.